

# **STATE AGENCIES**

# ARKANSAS STATE HIGHWAY COMMISSION

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P.O. Box 2261 • Little Rock, Arkansas 72203-2261  
Phone (501) 569-2000 • Voice/TTY 711 • Fax (501) 569-2400  
[www.ARDOT.gov](http://www.ARDOT.gov) • [www.IDriveArkansas.com](http://www.IDriveArkansas.com)

**LORIE H. TUDOR, P.E.**  
DIRECTOR

May 4, 2020

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

Dear Mr. Robinson:

Enclosed for your review and approval is the employee count for the Arkansas Department of Transportation as of December 31, 2019 and our EEO Policy Statement and Affirmative Action Commitment.

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

Sincerely,

A handwritten signature in black ink, reading "Lorie H. Tudor". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Lorie H. Tudor, P.E.  
Director

Enclosure

c: Deputy Director and Chief Operating Officer  
EEO/DBE Section

ARKANSAS DEPARTMENT OF TRANSPORTATION  
LITTLE ROCK, ARKANSAS

March 20, 2020

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

**SUBJECT: EEO POLICY STATEMENT AND AFFIRMATIVE ACTION COMMITMENT**

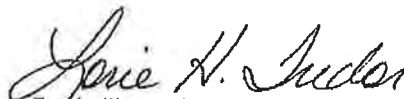
The Arkansas Department of Transportation executed a Certificate of Assurance with regard to our Equal Employment Opportunity (EEO) Program and is therefore legally obligated to ensure equal employment opportunities for all persons regardless of race, color, religion, sex, national origin, age, disability,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

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

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

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

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

  
Lorie H. Tudor, P.E.  
Director

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

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

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

**Contact Name:** Joanna P. McFadden

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

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

**Date of Submission:** May 4, 2020

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	11	55	66	1.78%
<b>Asian Pacific Islander</b>	6	27	33	0.89%
<b>Black/Not Hispanic</b>	125	433	558	15.02%
<b>Hispanic</b>	12	64	76	2.04%
<b>White/Not Hispanic</b>	538	2423	2961	79.70%
<b>Two or More</b>	7	14	21	0.57%
<b>Total</b>	699	3016	3715	

\*The above information reflects the full time regular employee count as of December 31, 2019



**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](mailto:ann.cornwell@senate.ar.gov)

**Date of Submission:** 5-7-2020

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

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

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

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



**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: 05/08/2020**

**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>71</b>	<b>61</b>	<b>132</b>	<b>78.44%</b>
<b>Total</b>	<b>96</b>	<b>72</b>	<b>168</b>	<b>100%</b>

Policy No. 1001	<b>Arkansas Attorney General's Office</b> <b>Equal Employment Opportunity</b> <b>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:** Auditor of State-Elected Officials and Deputy Prosecutors

**Contact Name:** Melanie Wilson

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

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

**Date of Submission:** 06/15/2020

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>Unknown or Other</b>	1	1	2	0%
<b>Asian Pacific Islander</b>	0	0	0	.31%
<b>Black/Not Hispanic</b>	21	27	48	7.44%
<b>Hispanic</b>	1	4	5	.78%
<b>White/Not Hispanic</b>	164	426	590	91.47%
<b>Total</b>	187	458	645	100%

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

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

**Contact Name:** Melanie Wilson

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

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

**Date of Submission:** 06/15/2020

**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	3.6%
<b>Black/Not Hispanic</b>	4	1	5	17.8%
<b>Hispanic</b>	0	0	0	%
<b>White/Not Hispanic</b>	11	11	22	78.6%
<b>Total</b>	15	13	28	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.



**State of Arkansas**  
**Bureau of**  
**Legislative Research**

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

May 11, 2020

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

Dear Mr. Robinson:

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

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

*Any employee with questions or concerns about this policy or any type of discrimination in the workplace is encouraged to bring those questions or concerns to the attention of his or her immediate supervisor, appropriate division head, or the Director. Any employee may raise a question or concern or report a matter or incident under this section, in accordance with the grievance procedure at Section 3.13.b., without fear of retaliation.*

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



The advertising of employment opportunities to the public has been through the AR State Jobs website. The hiring of temporary session employees is another avenue that the Bureau utilizes to recruit potential employees.

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

	<b>June 25 2015</b>	<b>June 15 2016</b>	<b>June 23 2017</b>	<b>June 25 2018</b>	<b>June 25 2019</b>	<b>May 11 2020</b>
American Indian	0.90%	0.88%	0.90%	0.00%	0.00%	0.00%
Asian or Pacific Islander	3.60%	2.63%	2.70%	2.73%	2.75%	2.68%
Black/Not Hispanic	17.12%	18.42%	21.62%	20.91%	22.2%	20.54%
Hispanic	1.80%	2.63%	2.70%	2.73%	2.75%	3.57%
White/Not Hispanic	76.58%	75.44%	72.07%	73.64%	72.48%	73.21%

Sincerely,



Marty Garrity  
Director

MG:sla

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

**Department / Agency / Institution Name:** Bureau of Legislative Research

**Contact Name:** Tony Robinson

**Contact Phone:** 501-537-3108

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

**Date of Submission:** May 11, 2020

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	3	0	3	2.68%
<b>Black/Not Hispanic</b>	22	1	23	20.54%
<b>Hispanic</b>	2	2	4	3.57%
<b>White/Not Hispanic</b>	53	29	82	73.21%
<b>Total</b>	80	32	112	100%

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

**Department / Agency / Institution Name:** Arkansas State Claims Commission

**Contact Name:** Kathryn Irby

**Contact Phone:** 501-682-2822

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

**Date of Submission:** 5/11/2020

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>				%
<b>Asian Pacific Islander</b>				%
<b>Black/Not Hispanic</b>	2	2		40%
<b>Hispanic</b>	1			10%
<b>White/Not Hispanic</b>	3	2		50%
<b>Total</b>				100%

# ARKANSAS STATE CLAIMS COMMISSION

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



KATHRYN IRBY  
DIRECTOR

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

## **Equal Employment Hiring Practices Policy**

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

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

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

**Arkansas Department of Agriculture**

**Contact Name: Paula Jones**

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

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

**Date of Submission: 6/17/2020**

**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 6/13/2020.**

<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	.4%
<b>Asian Pacific Islander</b>	5	6	11	1.6%
<b>Black/Not Hispanic</b>	17	18	35	5%
<b>Hispanic</b>	4	2	6	1%
<b>White/Not Hispanic</b>	175	435	610	92%
<b>Total</b>	201	464	665	100%



# ARKANSAS DEPARTMENT OF AGRICULTURE

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## EQUAL EMPLOYMENT OPPORTUNITY POLICY

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

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

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

### **III. IMPLEMENTATION.**

#### **A. Information Dissemination**

Supervisors and managers are responsible for implementing and administering this policy, applying these principles in good faith for meaningful progress in the employment of minorities, women and members of other protected classes. The Department will communicate the Equal Employment Opportunity (EEO) policy statement by:

1. Referencing the policy statement in all employee handbooks,
2. Placing the policy statement in a conspicuous place at the Department headquarters, and
3. Posting job openings in such places as the Arkansas Government Jobs website, local newspapers when needed, and the Department's social media sites when deemed appropriate.

#### **B. Additional Employment Law Information**

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

#### **C. Implementing and Administering the EEO Program**

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

#### **D. Training**

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

**E. Compensation**

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

**F. Liaison**

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

**IV. MINORITY HIRING**

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

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

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

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

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

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

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

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

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

**Contact Name:** Jenny Carlisle

**Contact Phone:** 682-7301

**Contact Email:** jcarlisle@arkansasedc.com

**Date of Submission:** 06-03-2020

**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?** *First submission for new Department of Commerce*

**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	5	6	.4%
<b>Asian Pacific Islander</b>	16	14	30	1.8%
<b>Black/Not Hispanic</b>	519	128	647	38.8%
<b>Hispanic</b>	12	12	24	1.4%
<b>White/Not Hispanic</b>	589	371	960	57.6%
<b>Total</b>	1137	530	1667	100%



# EQUAL EMPLOYMENT OPPORTUNITY POLICY



JUNE 2020

## **Equal Employment Opportunity (EEO) Policy – Introduction**

The Arkansas Department of Commerce (ArCommerce) provides equal employment opportunities to all individuals regardless of race, creed, religion, national origin, age, sex, gender, or disability.

The purpose of this policy is to reinforce the commitment of ArCommerce to create and maintain a diverse workplace where all people are respected.

### **Scope of Policy**

This EEO Policy is Department-wide and applies to all divisions, employees, prospective employees, clients, suppliers, vendors, and visitors.

ArCommerce is committed to the fair treatment of all qualified job applicants and employees eligible for promotion. Each applicant and eligible employee will be considered individually based on merit.

### **EEO Policy**

- As an EEO employer, ArCommerce complies with all applicable laws, rules, and regulations preventing discrimination against job applicants based on race, creed, religion, national origin, religion, age, sex, gender, or disability.
- In addition to recruitment and hiring practices, this policy affects actions in the following areas: promotions, transfers, pay rates, and termination.
- Leadership, including administrators, managers and supervisors, have the responsibility to ensure that this policy is fully implemented and that ArCommerce remains in compliance.
- Allegations of discrimination or violations of this EEO policy will be thoroughly investigated.

- If appropriate, an ArCommerce employee may be suspended pending the investigation of allegations.
- If the investigation determines that an ArCommerce employee engaged in discriminatory practices or behaviors, the employee will be disciplined according to established Department policies.
- Supervisors, including department heads and Senior Management, who are aware of prohibited conduct and fail to take immediate action will also be disciplined according to established Department policies.
- Employees are encouraged to report any prohibited conduct or discrimination to ArCommerce Human Resources.
- It is a violation of Department policy to retaliate or threaten anyone who makes a claim of discrimination. Violators of the EEO policy will be disciplined according to established Department policies.

**ArCommerce** will not tolerate discrimination or harassment against or by employees, peers, supervisors, clients, or vendors. This assurance is reflected in the terms and conditions of Department employment with regard to recruitment, advertisement, new hires, placement, promotions, training, transfers, payment, benefits, and terminations.

Questions or concerns about implementation of or compliance with this or any related policies should be addressed to ArCommerce Human Resources.

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

Department/Agency/Institution Name: Arkansas Department of Corrections  
Contact Name:  
Contact Phone:  
Contact Email:  
Date of Submission: 06/02/2020

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	8	15	0.28%
Black/Not Hispanic	1735	939	2674	50.33%
Hispanic	20	28	48	0.90%
White/Not Hispanic	1067	1508	2575	48.47%
Total	2830	2483	5313	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:** Wendy Kelley **EFFECTIVE DATE:** 10/17/2019

**I. POLICY:**

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

**II. PURPOSE:**

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

**III. PROCEDURES:**

**A. Information dissemination:**

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

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

**F. Reporting**

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

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

**IV. IMPLEMENTATION AND EXCLUSIONS:**

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

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

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

**Contact Name:** Kristy Hobson

**Contact Phone:** 501-682-0116

**Contact Email:** Kristy.hobson@arkansas.gov

**Date of Submission:** 5/11/20

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	1	1	2	%
<b>Asian Pacific Islander</b>	9	3	12	%
<b>Black/Not Hispanic</b>	159	56	215	%
<b>Hispanic</b>	18	7	25	%
<b>White/Not Hispanic</b>	440	176	616	%
<b>Total</b>	627	243	870	%





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

**Policy Title:** Equal Employment Practices

**Policy Number:** 17

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

**Revised:** March 16, 2020

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

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

The following types of discrimination are prohibited by law:

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

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

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

An employee may be subject to compulsory retirement if the employee:

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

### **II. Disability (Americans with Disabilities Act)**

Disability discrimination is when an agency does one of the following:

1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;



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

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

### **III. Equal pay/compensation (Equal Pay Act)**

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

### **IV. Genetic information (Genetic Information Nondiscrimination Act)**

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

### **V. Harassment**

Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

### **VI. National origin (Immigration and Nationality Act)**



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**Revised:** March 16, 2020

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

### **VII. Pregnancy**

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

### **VIII. Race/color**

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

### **IX. Religion**

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

### **X. Sex**

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

### **XI. Sexual harassment**



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

**Policy Title:** Equal Employment Practices

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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:** March 16, 2020

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

Sexual harassment is a form of discrimination and is unwelcome behavior that is either verbal or physical in nature. What constitutes sexual harassment is:

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

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

### **Retaliation**

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

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

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



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

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

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

**Department / Agency / Institution Name:** 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:** 06.16.2020

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.

The policies of DEQ, Oil & Gas, and Geological Survey are under review for inclusion in an employee handbook for the Department of Energy & Environment. Liquefied Petroleum does not have separate policies, but, like the other E&E entities, Liquefied Petroleum adheres to OPM policies. The E&E employee handbook will include policies and procedures for all E&E entities–DEQ, Oil & Gas, Geological Survey, and Liquefied Petroleum.

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	11	13	2.8%
<b>Black/Not Hispanic</b>	24	10	34	7.4%
<b>Hispanic</b>	2	2	4	0.9%
<b>White/Not Hispanic</b>	193	213	406	88.9%
<b>Total</b>	221	236	457	100%



# 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.

# ARKANSAS OIL AND GAS COMMISSION

## EMPLOYEE HANDBOOK



2/15/2017

## Personnel Policies and Procedures

### *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.*

## **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**

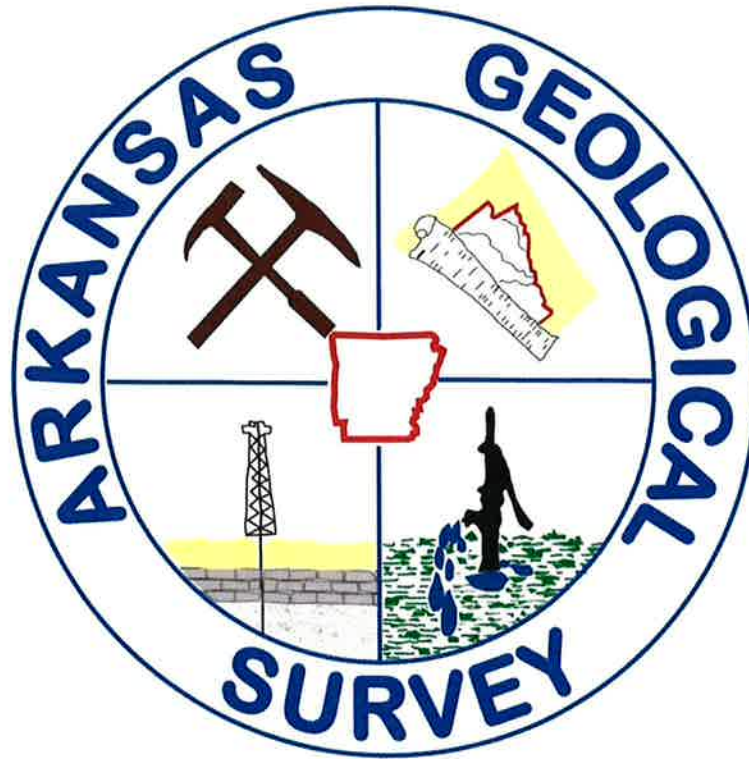
Employee health records maintained by the AOGC will only be disclosed outside the Commission as required by law.

## **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





## **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.)

## Department of Finance and Administration

9906, 610, 611, 612, 613, 630, 631, 0634, 490, 261				
Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	6	2	8	0.35%
Asian Pacific Islander	9	15	24	1.06%
Black/Not Hispanic	608	86	694	30.76%
Hispanic	15	6	21	0.93%
White/Not Hispanic	1097	412	1509	66.89%
Total	1735	521	2256	100.00%

**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:** June 30, 2020

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	3	1	4	.11%
<b>Asian Pacific Islander</b>	28	12	40	1.89%
<b>Black/Not Hispanic</b>	490	63	553	26%
<b>Hispanic</b>	35	8	43	2%
<b>White/Not Hispanic</b>	1,096	377	1,473	70%
<b>Total</b>	1,652	461	2,113	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:** 05/08/2020

**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>	12	4	16	0.23%
<b>Asian Pacific Islander</b>	26	11	37	0.52%
<b>Black/Not Hispanic</b>	2378	494	2872	40.41%
<b>Hispanic</b>	45	15	60	0.84%
<b>White/Not Hispanic</b>	3229	893	4122	58%
<b>Total</b>	5690	1417	7107	100%

## **1009 EQUAL OPPORTUNITY POLICY**

### **I. Purpose**

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

### **II. Assurances**

- (A) DHS shall provide fair and equal opportunity in employment, service delivery, and grant administration regardless of a person's race, color, religion, sex, age, national origin, political beliefs, or disability as defined in the Americans with Disabilities Act.
- (B) DHS shall actively promote equal opportunity through the establishment and application of personnel policies and procedures to include: recruitment, selection, promotion, demotion, transfer, reclassification, layoff and recall, training, termination and other benefits, and terms and conditions of employment.
- (C) DHS shall ensure non-discrimination and equal opportunity in compliance with all applicable federal laws, regulations, executive orders, and civil rights rules or regulations.

### **III. Responsibilities and Procedures**

- (A) The overall responsibility for coordination of equal opportunity policies, programs, and employment practices within DHS has been assigned to the Administrator of DHS Office of Employee Relations and Office of Equal Opportunity (OER/OEO).
- (B) Any DHS staff member who receives a written complaint of discrimination from any person shall forward the complaint immediately to his or her division director for referral to OER/OEO.
- (C) Any DHS supervisor or manager who receives a verbal complaint of discrimination from any person shall encourage that person to submit a written complaint. Regardless of whether the complaint is made in writing, the supervisor or manager receiving the complaint shall provide the person making the complaint a copy of form DHS-2808, and immediately notify his or her division director in writing for follow-up or referral to OER/OEO as appropriate.

### **IV. Complaints of Discrimination**

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

- (B) OER/OEO shall receive complaints relating to any DHS Division or Office, program, project, service, contract, or grant, regardless of whether the person making the complaint or the person against whom the complaint is made is an employee of DHS.
- (C) OER/OEO shall establish written criteria for determining when a complaint shall be referred to an outside agency or office, such as the U.S. Equal Employment Opportunity Commission, the U.S. Department of Health and Human Services Office of Civil Rights, the U.S. Department of Justice Office for Civil Rights, the U.S. Department of Labor, or other state or federal investigative or enforcement agencies.
- (D) Complaints which allege discriminatory, harassing, or retaliatory conduct by any DHS employee shall be investigated by OER/OEO or the DHS Office of Security and Compliance (OSC), as determined by the OER/OEO Administrator. The OER/OEO and OSC will conduct prompt investigations of complaints and issue written determinations of any findings.
- (E) When DHS investigates a complaint that involves a federal civil rights law over which the U.S. Department of Justice Office for Civil Rights has jurisdiction, the U.S. Department of Justice Office for Civil Rights retains the authority to:
  - (1) Conduct a supplementary or de novo investigation;
  - (2) Approve, modify, or reject recommended findings;
  - (3) Approve, modify, or reject any proposed voluntary resolution; and
  - (4) Initiate formal enforcement action.
- (F) Complaints which are not referred for investigation by DHS, including complaints which allege discriminatory, harassing, or retaliatory conduct by persons who are not DHS employees, shall be referred to other appropriate state or federal investigative or enforcement agencies, consistent with the written criteria established in this policy.

## V. Investigations

- (A) Nothing in this policy shall prevent, prohibit, or delay an DHS division, office, or institution from investigating violations of policy or monitoring compliance with contractual or grant obligations.
- (B) When a DHS employee is accused of unlawful discrimination, harassment, or retaliation under this policy, the employing division may defer disciplinary action until resolution of the investigation by the OER/OEO or OSC.
- (C) Deferring disciplinary action for alleged discrimination, harassment, or retaliation does not prevent a division from administering discipline up to and including termination for violation of other DHS policy, behavior, or performance expectations.

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

**Arkansas Department of Labor and Licensing**

**Contact Name(s): Elva Cromwell-Licensing/Veronica Alexander-Labor**

**Contact Phone: 501-682-4546 or 501-682-2811**

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

**Date of Submission: June 11, 2020**

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	1		1	<b>0.4%</b>
<b>Asian Pacific Islander</b>	2		2	<b>0.9%</b>
<b>Black/Not Hispanic</b>	41	11	52	<b>22.1%</b>
<b>Hispanic</b>	4		4	<b>1.7%</b>
<b>White/Not Hispanic</b>	89	87	176	<b>74.9%</b>
<b>Total</b>	137	98	235	<b>100%</b>



**Arkansas Department of Labor and Licensing**  
**900 West Capitol, Suite 400**  
**Little Rock, Arkansas 72201**  
**(501) 682-4500**

**Asa Hutchinson**  
**Governor**

**Daryl Bassett**  
**Secretary**

## **Annual EEO Plan**

### **June 30, 2020**

The Arkansas Department of Labor and Licensing was created by the Transformation and Efficiencies Act of 2019. 2019 Ark. Acts 910. This is the first plan for the department, which is composed of the Division of Labor, the Arkansas Workers' Compensation Commission and various occupational licensing boards and commissions.

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

The most recent U.S. Census data reflects that the Arkansas population is 51% female and 49% male. The ethnic diversity of the state's population is 79.1% Caucasian or white; 15.7% African American or black; 7.7% Hispanic or Latino; 1.7% Asian; 1% American Indian or native Hawaiian; and 0.4% is "other" or Pacific Islander.

The diversity of the department is outlined in the attached Equal Employment Hiring Program Reporting Template. The department has 235 employees. The current diversity of the department is closely aligned with the demographics of the State of Arkansas. The department's gender diversity is 58.3% female and 41.7% male. The overall racial breakdown corresponds to that of the state, although the department has identified the need for increased recruitment of Hispanic workers.

The Department of Labor and Licensing will promote equal opportunity in the 2021 fiscal year by taking the following actions:

- Continue to provide EEO training for staff. EEO policies are covered with new hires during on-boarding. All supervisors are required to attend the Office of Personnel Management's Supervisors' training. The Division of Labor and the Arkansas Real Estate Commission conducted EEO training for employees in October 2019. This training will be expanded in the new fiscal year.
- All vacant positions are posted on the State of Arkansas Jobs Website. Each posting contains the department's commitment to Equal Opportunity:

*"The Arkansas Department of Labor is an Equal Opportunity Employer; we will make any reasonable accommodations necessary to ensure equal employment opportunities."*

- The Human Resources (HR) staff will continue to assist hiring managers by building applicant pools of diverse qualified candidates through networking, attending job fairs, and outreach to universities, colleges, schools, and other sources.
- The HR staff will target recruitment efforts to sources for underrepresented minority applicants. Specifically, the HR staff will rely on the collaboration and outreach activities already established by the Labor Standards Section with the Hispanic community. During the 2020 fiscal year, prior to the public health emergency, the Labor Standards Section was attending monthly outreach meetings with the Hispanic community in collaboration with the U.S. Department of Labor, Employment Standards Administration; the Equal Employment Opportunity Commission; and the Small Business Administration. This existing collaboration will provide the HR staff with a targeted opportunity to improve recruiting of Hispanic workers. During the 2020 fiscal year the Division of Labor hired one additional Hispanic female employee and one Asian female employee.
- The department will seek approval for the second language pay differential where appropriate in order to increase the incentive for Hispanic applicants to accept employment offers.
- The HR Staff will partner with Arkansas Rehabilitative Services to advance the hiring of persons with disabilities. The State as a Model Employer or SAME program will be used to identify potential applicants for future openings. The Arkansas Rehabilitation Services Stay@Work/Return to Work program will also be used to assist in retaining valued employees who might encounter disabilities.

Prepared by Veronica Alexander, Agency Human Resources Manager

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

**Department / Agency / Institution Name:** AR Dept of Parks, Heritage & Tourism  
0900

**Contact Name:** David Flake

**Contact Phone:** 501-682-7616

**Contact Email:** David.flake@arkansas.gov

**Date of Submission:** 06/24/2020

**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>	8	4	12	0.19%
<b>Asian Pacific Islander</b>	2	3	5	.48%
<b>Black/Not Hispanic</b>	32	25	57	5.58%
<b>Hispanic</b>	3	4	7	.68%
<b>White/Not Hispanic</b>	465	475	940	92.06%
<b>Total</b>	510	511	1021	100%

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

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

**Contact Name:** Debbie Biggs, Personnel Manager

**Contact Phone:** 324-9584

**Contact Email:** debbie.biggs@arkansas.gov

**Date of Submission:** June 24, 2020

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

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

**Yes. Policies submitted by the Dept of Arkansas Heritage and the Arkansas Dept of Parks and Tourism have been revised due to transformation. The new policy was created for the department.**

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	6	2	8	0.93%
<b>Asian Pacific Islander</b>	0	3	3	0.35%
<b>Black/Not Hispanic</b>	47	23	70	8.13%
<b>Hispanic</b>	0	3	3	0.35%
<b>White/Not Hispanic</b>	369	408	777	90.25%
<b>Total</b>	422	439	861	100%





**Department of Public Safety**

**Contact Name: Phyllis Huitt**

**Contact Phone: (501) 618-8711**

**Contact Email: phyllis.huitt@asp.arkansas.gov**

**Date of Submission: 5/8/20**

**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>2</b>	<b>2</b>	<b>4</b>	<b>0.30%</b>
<b>Asian Pacific Islander</b>	<b>5</b>	<b>4</b>	<b>9</b>	<b>0.67%</b>
<b>Black/Not Hispanic</b>	<b>111</b>	<b>94</b>	<b>205</b>	<b>15.31%</b>
<b>Hispanic</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>2.02%</b>
<b>White/Not Hispanic</b>	<b>406</b>	<b>688</b>	<b>1094</b>	<b>81.70%</b>
<b>Total</b>	<b>535</b>	<b>804</b>	<b>1339</b>	<b>100%</b>

# ARKANSAS DEPARTMENT OF PUBLIC SAFETY



## Section 100 – Administrative/Personnel

### POLICY NO. 101 – EQUAL EMPLOYMENT OPPORTUNITY

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

#### I. Purpose

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

#### II. Policy

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

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

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

## Department of Public Safety

Employee Count By Gender And Race

Page:

1

From: 05/28/2020

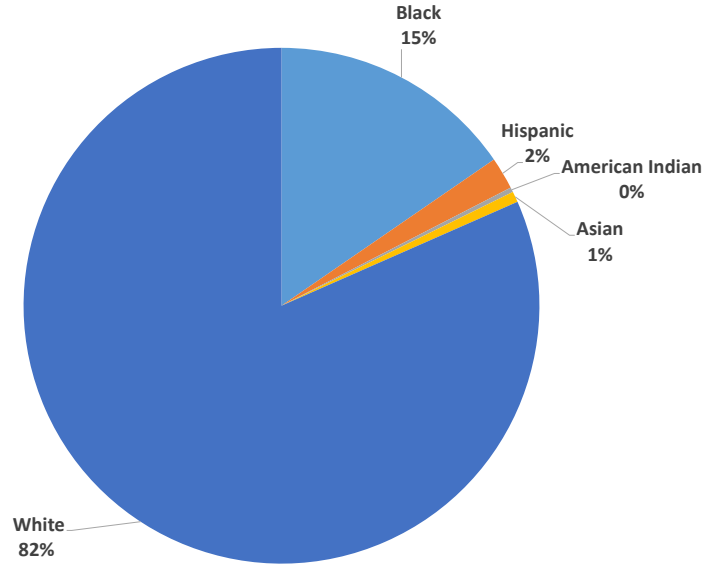
To:

05/28/2020

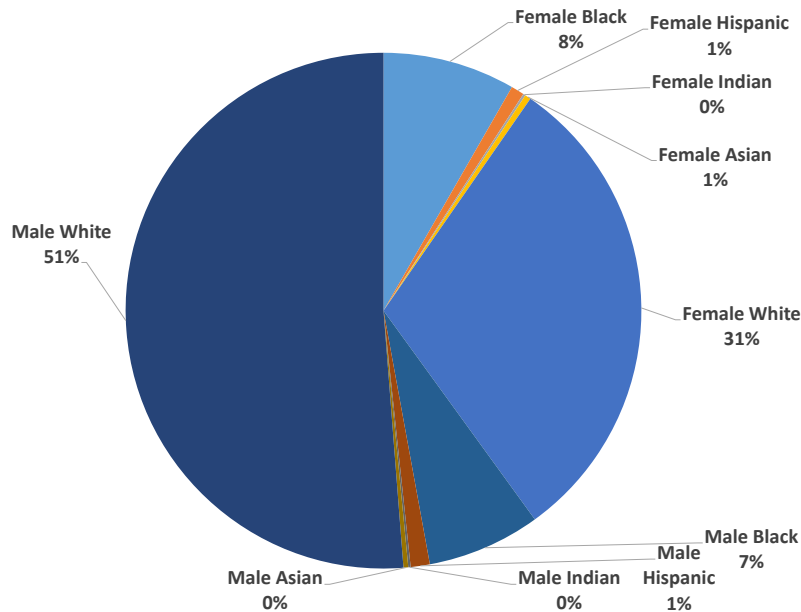
Business Area	Business Areas Description	Total Number of Employees	Black	Hispanic	American Indian	Asian	White	Female Black	Female Hispanic	Female Indian	Female Asian	Female White	Undeclared Female	Male Black	Male Hispanic	Male Indian	Male Asian	Male White
9913	DEPT OF PUBLIC SAFETY	1337	206	27	4	9	1091	111	11	2	5	406		95	16	2	4	685
		1,337	206	27	4	9	1091	111	11	2	5	406		95	16	2	4	685
		100%	15.41%	2.02%	0.30%	0.67%	81.60%	8.30%	0.82%	0.15%	0.37%	30.37%	0.00%	7.11%	1.20%	0.15%	0.30%	51.23%

Females	Males	Total Employees
535	802	1337
40%	60%	100%

### DPS Race



### DPS Race/Gender



**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.*

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

**Department of the Military**

**June 2020**

**Contact Name: Michelle Young-Hobbs**

**Contact Phone: 501 212-5380**

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

**Date of Submission: June 24, 2020**

## **Introduction**

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

The demographic information for the Department of the Military shall be divided into three (3) reports in order to provide a more accurate analysis of utilization of the separate locations of agency operations as well as the agency as a whole.

## **Scope of Coverage**

This equal employment 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, harassment, and retaliation. If any employee is found to have engaged in discrimination, harassment, or retaliation by an internal investigation or as a determination of a court of law, such determination shall be grounds for termination of employment.



## **Department of the Military**

### **Agency Utilization**

Statistical information for the State of Arkansas has been retrieved from the U.S. Census Bureau population estimates base, April 1, 2019 (most recent available data). Agency employment data utilized for this report is current as of June 9, 2020 with a total of 537 individuals employed by the Department of the Military.

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 does not allow for a distinction between the two demographics. It should also be understood that while not classified as a race, individuals of Hispanic ethnicity comprise one of the largest minority populations in the United States and thus are identified by the Equal Employment Opportunity Commission as a protected class.

### **Department of the Military – Total (Race Only)**

<b>Race/Origin</b>	<b>Arkansas Estimate</b>	<b>Agency Utilization</b>	<b>Variance</b>
American Indian	1.0%	0.7%	(0.3%)
Asian/Pacific Islander	2.1%	0.7%	(1.4%)
Black/Not Hispanic	15.7%	20.7%	+5%
Hispanic	7.7%	0.5%	(7.2%)
White/Not Hispanic	79.1%	77.8%	(1.3%)

## Agency Employee Demographics by Primary Work Location

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

<b>Race/Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Total Percentage</b>
American Indian	1	2	3	0.8%
Asian/Pacific Islander	3	1	4	1.0%
Black/Not Hispanic	50	54	104	27.0%
Hispanic	1	2	3	0.8%
White/Not Hispanic	84	187	271	70.4%
<b>Total</b>	<b>139</b>	<b>246</b>	<b>385</b>	<b>100%</b>

### Department of the Military – Fort Chaffee & Ebbing Air National Guard Base

<b>Race/Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Total Percentage</b>
American Indian	0	1	1	0.7%
Asian/Pacific Islander	0	0	0	0.0%
Black/Not Hispanic	1	3	4	2.6%
Hispanic	0	0	0	0.0%
White/Not Hispanic	22	125	147	96.7%
<b>Total</b>	<b>23</b>	<b>129</b>	<b>152</b>	<b>100%</b>

### **Utilization Analysis**

Areas of underrepresentation that require action are: Asian/Pacific Islander, Hispanic and American Indian. These groups are the same that were underrepresented in the 2019 agency demographics, at approximately the same rate of representation.

Attempts to meet the past year's hiring objectives and to make focused recruiting efforts were reduced in part by the COVID-19 public health emergency.

### **Hiring Objectives and Steps**

Recruiting efforts for the coming fiscal year for the Department of the Military will be focused primarily on the Hispanic population as this is the most underrepresented minority group.

Efforts to be taken include, but are not limited to:

- a) Identify barriers to the application and interview process and explore means for accessibility when possible.
- b) Explore virtual job fairs due to ongoing COVID-19 issues.
- c) Continue current agency practice of internal email announcements/recruitment for open positions (not demographic specific).
- d) Continue quarterly review of agency employee demographics by agency EO officer in order to determine employee demographic trends.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Melissa Butler". The signature is fluid and cursive, with the first name "Melissa" being more prominent than the last name "Butler".

Melissa Butler

EEO Officer

Department of the Military

**Ark. Code Ann. § 21-3-101**

**Equal Employment Hiring Program Reporting Template**

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

**Contact Name:** Jana Hiland

**Contact Phone:** 501.319.6555

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

**Date of Submission:** 6-25-2020

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>Asian/Pacific Islander</b>	<b>10</b>	<b>2</b>	<b>12</b>	<b>3.44%</b>
<b>Black/Not Hispanic</b>	<b>35</b>	<b>21</b>	<b>56</b>	<b>16.05%</b>
<b>Hispanic</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1.15%</b>
<b>White/Not Hispanic</b>	<b>109</b>	<b>168</b>	<b>277</b>	<b>79.37%</b>
<b>Total</b>	<b>156</b>	<b>193</b>	<b>349</b>	<b>100.00%</b>

## EQUAL EMPLOYMENT PRACTICES (ACT 1226 OF 2001)

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

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

AGENCY NAME AND PAYROLL NUMBER: **TRANSFORMATION & SHARED SERVICES (9914, 0470, 0472, and 0615)**

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

The 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 ensure equality of employment opportunities for all persons regardless of:

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

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

6-30-20  
Date

Amy Fisher  
Secretary, Transformation & Shared Services

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

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

**Contact Name:** Sara Snead

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

**Contact Email:** [sara.terry@arkansas.gov](mailto:sara.terry@arkansas.gov)

**Date of Submission:** 05/20/2020

**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>	1	0	1	<b>0.4292%</b>
<b>Asian Pacific Islander</b>	3	0	3	<b>1.2876%</b>
<b>Black/Not Hispanic</b>	89	9	98	<b>42.0601%</b>
<b>Hispanic</b>	6	3	9	<b>3.8627%</b>
<b>White/Not Hispanic</b>	82	40	122	<b>52.3605%</b>
<b>Total</b>	181	52	233	<b>100%</b>

## **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:** Disability Determination for SSA

**Contact Name:** Melissa Thomas

**Contact Phone:** 501-371-1610

**Contact Email:** Melissa.Thomas@ssa.gov

**Date of Submission:** June 10, 2020

**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 FY2020.

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

As of 06/01/2020:

<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	<b>1</b>	<b>0.27%</b>
<b>Asian Pacific Islander</b>	1	2	<b>3</b>	<b>0.82%</b>
<b>Black/Not Hispanic</b>	73	14	<b>87</b>	<b>23.90%</b>
<b>Hispanic</b>	6	4	<b>10</b>	<b>2.75%</b>
<b>White/Not Hispanic</b>	168	95	<b>263</b>	<b>72.25%</b>
<b>Total</b>	248	116	<b>364</b>	



### **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 PBS/ 0516**

**Contact Name:**

**Contact Phone:**

**Contact Email:**

**Date of Submission:**

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	2	0	2	2.2%
<b>Black/Not Hispanic</b>	7	4	11	12%
<b>Hispanic</b>	1	1	2	2.2%
<b>White/Not Hispanic</b>	32	45	77	83.6%
<b>Total</b>	42	50	92	100%

## **ARKANSAS PBS ADMINISTRATIVE GUIDE**

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**REVISION: 2/27/20**

**DATE: 9/14/2011**

**PAGE: 1 of 1**

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**SECTION: HUMAN RESOURCES**

**AREA: ADMINISTRATION**

**SUBJECT: DIVERSITY**

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### **PURPOSE**

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

### **SCOPE**

All Employees

### **DEFINITIONS**

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

### **POLICY**

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

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

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

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

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

**State Board of Election Commissioners**

**Contact Name:** Daniel Shults, Director

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

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

**Date of Submission:** 6/23/2020

**Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.** The SBEC follows the EEO policy developed and adopted by the office of personal management.

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

**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		1	14.3 %
<b>Hispanic</b>	0	0	0	0 %
<b>White/Not Hispanic</b>	3	3	6	85.7 %
<b>Total</b>	4	3	7	100 %

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

**Department / Agency / Institution Name:** Arkansas Ethics Commission

**Contact Name:** Graham Sloan, Director

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

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

**Date of Submission:** May 8, 2020

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

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

No changes have been made.

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	1	0	1	9%
<b>Black/Not Hispanic</b>	1	0	1	9%
<b>Hispanic</b>	0	0	0	0%
<b>White/Not Hispanic</b>	6	3	9	82%
<b>Total</b>	8	3	11	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:** June 30, 2020

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	3	4	<b>0.006932409</b>
<b>Asian Pacific Islander</b>	1	0	1	<b>0.001733102</b>
<b>Black/Not Hispanic</b>	13	17	30	<b>0.051993068</b>
<b>Hispanic</b>	1	1	2	<b>0.003466205</b>
<b>White/Not Hispanic</b>	130	410	540	<b>0.935875217</b>
<b>Total</b>	146	431	577	<b>100%</b>



Pat Fitts  
Director

Chris Colclasure  
Deputy Director



Chris Racey  
Deputy Director

Roger Mangham  
Deputy Director

## Arkansas Game and Fish Commission

### ARKANSAS GAME AND FISH COMMISSION JULY 1, 2019 – JUNE 30, 2020 AFFIRMATIVE ACTION REPORT (Act 1226 of 2001)

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

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

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

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

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

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

The Arkansas Game and Fish Commission recruited and hired one minority intern who will work in the Enforcement Division.

The Arkansas Game and Fish Commission Human Resources Division participates in minority community outdoor events and promote the agency's career opportunities.

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

  
Pat Fitts, Agency Director

6-22-2020  
Date

Ark. Code Ann. § 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:** 6-25-2020

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0.00%
Asian/Pacific Islander	0	0	0	0.00%
Black/Not Hispanic	0	0	0	0.00%
Hispanic	0	0	0	0.00%
White/Not Hispanic	6	5	11	100.00%
Total	6	5	11	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 that approximates the percentage of minorities in the state's population."

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

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

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

The Governor's Mansion Commission Equal Employment Practices are designed to maintain and improve its equal employment efforts in employment practices, including recruitment, selection, promotion, assignment, training, compensation, benefits, discipline, termination, and all conditions of employment with the Department.

The primary objective of this plan is to ensure equality of employment opportunities for all persons regardless of:

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

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

6-25-2020  
Date

  
Administrator, Governor's Mansion

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

**Department / Agency / Institution Name:** House of Representatives

**Contact Name:** Sherri Stacks

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

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

**Date of Submission:** 6-25-2020

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>				<b>%</b>
<b>Asian Pacific Islander</b>				<b>%</b>
<b>Black/Not Hispanic</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>24%</b>
<b>Hispanic</b>				<b>%</b>
<b>White/Not Hispanic</b>	<b>13</b>	<b>6</b>	<b>19</b>	<b>76%</b>
<b>Total</b>	<b>18</b>	<b>7</b>	<b>25</b>	<b>100%</b>

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

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

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

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

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

**Department / Agency / Institution Name:** Judicial Discipline and Disability Commission

**Contact Name:** Elanore Davis

**Contact Phone:** 5016821050

**Contact Email:** Elanore.davis@arkansas.gov

**Date of Submission:** 6/24/2020

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>	2	0	2	33.333%
<b>Hispanic</b>	0	0	0	0%
<b>White/Not Hispanic</b>	2	2	4	66.666%
<b>Total</b>	4	2	6	100%



AFFIRMATIVE ACTION REPORT FORM  
(Act 1228 of 2001)

Act 1228 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."

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: Judicial Discipline and Disability  
Commission Agency #241

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:

Total Employees: 6

2 Male and 4 Female

4 White and 2 Black

This agency supports the Affirmative Action Program and will make a strong  
effort to maintain an equal employment hiring process.

David J. Sachar  
Executive Director

6-24-2020

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

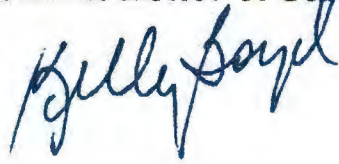
**Department / Agency / Institution Name:** Commissioner of State Lands

**Contact Name:** KELLY BOYD, CHIEF DEPUTY

**Contact Phone:** 501-516-1330

**Contact Email:** [KBOYD@COSL.ORG](mailto:KBOYD@COSL.ORG)

**Date of Submission:** 06/03/2020



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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>			<b>0</b>	<b>0%</b>
<b>Asian Pacific Islander</b>			<b>0</b>	<b>0%</b>
<b>Black/Not Hispanic</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>17.50%</b>
<b>Hispanic</b>			<b>0</b>	<b>0%</b>
<b>White/Not Hispanic</b>	<b>21</b>	<b>12</b>	<b>33</b>	<b>82.50%</b>
<b>Total</b>	<b>26</b>	<b>14</b>	<b>40</b>	<b>100.00%</b>



#### EQUAL EMPLOYMENT OPPORTUNITY

The Office of the Commissioner of State Lands (COSL) is an Equal Opportunity Employer (EOE). Accordingly, the COSL 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:**

**Contact Name: David Ray, Chief of Staff**

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

**Contact Email: David.Ray@arkansas.gov**

**Date of Submission: 05/11/20**

**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>	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:**

**Contact Name: Tony Beeler**

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

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

**Date of Submission: 6/1/2020**

**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

## Office of Personnel Management

Policy Title: **Equal Employment Practices**

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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**

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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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>.



**Ark. Code Ann. § 21-3-101**

**Equal Employment Hiring Program Reporting Template**

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

**Contact Name:** Jana Hiland

**Contact Phone:** 501.319.6555

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

**Date of Submission:** 6-25-2020

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>Asian/Pacific Islander</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
<b>Black/Not Hispanic</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>23.53%</b>
<b>Hispanic</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>5.88%</b>
<b>White/Not Hispanic</b>	<b>23</b>	<b>13</b>	<b>36</b>	<b>70.59%</b>
<b>Total</b>	<b>30</b>	<b>21</b>	<b>51</b>	<b>100.00%</b>

## EQUAL EMPLOYMENT PRACTICES (ACT 1226 OF 2001)

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

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

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

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

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

The primary objective of this plan is to ensure equality of employment opportunities for all persons regardless of:

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

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

6-26-20

Date



Ateca R. Foreman

Deputy Chief of Staff, Office of the Governor

## **AFFIRMITIVE ACTION/EQUAL OPPORTUNITY POLICY**

The Arkansas Department of Parks, Heritage and Tourism (ADPHT) is fully committed to creating a diverse environment through equal employment opportunity without regard to race, color, religion, sex, national origin, age, disability, gender, genetic information, or any other status protected under applicable federal, state, or local laws. This policy reflects and affirms our commitment to the principles of fair employment and the elimination of all unlawful discriminatory practices.

The principle of equal employment opportunity is viewed as a vital element in the employment process and as a hallmark of good management.

Unlawful discrimination by any ADPHT employee could constitute grounds for disciplinary action up to and including dismissal.

ADPHT encourages immediate reporting of all perceived incidents of discrimination or harassment to ADPHT Human Resources staff.

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

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

**Contact Name:** Terri Isaac

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

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

**Date of Submission:** 5/12/20

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>			<b>0</b>	<b>0%</b>
<b>Asian Pacific Islander</b>			<b>0</b>	<b>0%</b>
<b>Black/Not Hispanic</b>			<b>0</b>	<b>0%</b>
<b>Hispanic</b>			<b>0</b>	<b>0%</b>
<b>White/Not Hispanic</b>	<b>7</b>	<b>5</b>	<b>12</b>	<b>100%</b>
<b>Total</b>	<b>7</b>	<b>5</b>	<b>12</b>	<b>100%</b>

# **Office of the Prosecutor Coordinator**

## **Prosecution Coordination Commission**

### **Equal Employment Hiring Policy**

- I. **APPLICABILITY.** This policy applies to the Prosecutor Coordinator's Office (PCO) and the Prosecution Coordination Commission (PCC) employees.
- II. **POLICY.** The PCO and PCC are equal opportunity employers providing equal employment opportunities without regard to race, color, gender, creed, religion, age, genetic information, national origin, disability or other biases prohibited by State or Federal law. This commitment is supported by practical good faith efforts to implement and maintain a policy and practice of employing minority group members, women, and members of other protected classes, on a non-discriminatory basis. This policy and practice relates to all phases of employment, including, but not limited to recruiting, hiring, placement, promotion, transfer, layoff, recall, termination, rates of pay or other forms of compensation, training, use of facilities and participation in PCO/PCC-sponsored employee activities and programs. The PCO and PCC desire to employ individuals who are dependable, sincerely interested in serving the agency mission, and who can handle agency matters in a professional manner. PCO and PCC will comply with the non-discrimination provision of all applicable State and Federal regulations and all personnel actions will be carried out on a non-discriminatory basis. The following types of discrimination are prohibited by law: age, disability, equal pay/compensation, genetic information, harassment, national origin, pregnancy, race/color, religion, retaliation, sex, and sexual harassment.
- III. **GUIDELINES.**
  - A. **Information Dissemination.** Supervisors and managers are responsible for implementing and administering this policy, applying these principles in good faith for meaningful progress in the employment of minorities, women and members of other protected classes. Following are some ways in which the PCO and PCC Equal Employment Opportunity (EEO) policy statement will be communicated:
    1. The policy statement will be referenced in all issues of employment handbook.
    2. Job openings will be posted on the Arkansas Government Jobs web site, and PCO's social media sites when deemed appropriate.
  - B. Additional information about federal employment law is summarized on the posters titled: "Equal Employment Opportunity is the Law", "Your Rights" at the PCO office.
  - C. **Implementing and administering the EEO Program/Affirmative Action Plan.**
    1. PCO supervisors must monitor employment trends.
    2. PCO supervisors will confer to understand and meet EEO/Affirmative Action Program responsibilities.
    3. Special attention will be given to recruiting efforts for positions that are difficult to fill and/or have an under representation of minorities and women.

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

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

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

**Contact Name:** Dana Cargile

**Contact Phone:** 501-682-9070

**Contact Email:** [dana.browncargile@arkansas.gov](mailto:dana.browncargile@arkansas.gov)

**Date of Submission:** 06/25/2020

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	1	1	.31%
<b>Asian Pacific Islander</b>	0	0	0	.00%
<b>Black/Not Hispanic</b>	23	12	35	10.60%
<b>Hispanic</b>	2	2	4	1.21%
<b>White/Not Hispanic</b>	140	150	290	87.88%
<b>Total</b>	165	165	330	100%

# **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**

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

**Contact Name: Abbi Bruno**

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

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

**Date of Submission: 5-7-2020**

**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	8.70%
<b>Black/Not Hispanic</b>	24	3	27	39.13%
<b>Hispanic</b>	0	1	0	1.45%
<b>White/Not Hispanic</b>	15	20	35	50.72%
<b>Total</b>	44	26	69	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.

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

**Department / Agency / Institution Name:**

**Contact Name:** Vikki Hearn

**Contact Phone:** 501-682-1335

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

**Date of Submission:** 6/24/2020

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0 %
<b>Asian Pacific Islander</b>	1	1	2	2 %
<b>Black/Not Hispanic</b>	18	2	20	20 %
<b>Hispanic</b>	0	1	1	1 %
<b>White/Not Hispanic</b>	32	45	77	77 %
<b>Total</b>	51	49	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:** Vicki Slay

**Contact Phone:** 501-683-5487

**Contact Email:** [vicki.slay@sos.arkansas.gov](mailto:vicki.slay@sos.arkansas.gov)

**Date of Submission:** 5/20/2020

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0%
<b>Asian Pacific Islander</b>	2	1	3	2%
<b>Black/Not Hispanic</b>	24	15	39	25%
<b>Hispanic</b>	3	1	4	3%
<b>White/Not Hispanic</b>	41	63	104	70%
<b>Total</b>	70	80	150	100%

**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:** 06/29/2020

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>	0	0	0	0 %
<b>Asian Pacific Islander</b>	1	1	2	3 %
<b>Black/Not Hispanic</b>	7	5	12	16 %
<b>Hispanic</b>	1	0	1	1 %
<b>White/Not Hispanic</b>	38	20	58	80 %
<b>Total</b>	47	26	73	100 %



# Arkansas Teacher Retirement System

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

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### **Purpose**

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

### **Persons Covered/Applicability**

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

- Recruitment
- Employment
- Promotion
- Transfer
- Training
- Working conditions
- Wages and salary administration
- Employee benefits and application of policies

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

### **Dissemination and Implementation of Policy**

Human Resources administers our EEO policy fairly and consistently by:

- Posting all required notices regarding employee rights under EEO laws in areas highly visible to employees.
- Advertising for job openings with the statement "We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.
- Posting all required job openings on appropriate websites.
- Forbidding retaliation against any individual who files a charge of discrimination, opposes a practice believed to be unlawful discrimination, reports harassment, or assists, testifies or participates in an EEO agency incident.
- Requires employees to report to a member of management, an HR representative or the general counsel any apparent discrimination or harassment. The report should be made within 48 hours of the incident.
- Promptly notifies the general counsel of all incidents or reports of discrimination or harassment and takes other appropriate measures to resolve the situation.

## **Harassment**

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

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals.
- Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

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

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

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

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

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

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

**Department / Agency / Institution Name: Treasurer of State's Office**

**Contact Name: Grant Wallace**

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

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

**Date of Submission: 06/09/2020**

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

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

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

<b>Ethnic Origin</b>	<b>Number of Female Employees</b>	<b>Number of Male Employees</b>	<b>Total Employees</b>	<b>Percentage</b>
<b>American Indian</b>				<b>%</b>
<b>Asian Pacific Islander</b>				<b>%</b>
<b>Black/Not Hispanic</b>	<b>3</b>		<b>3</b>	<b>9.4%</b>
<b>Hispanic</b>				<b>%</b>
<b>White/Not Hispanic</b>	<b>16</b>	<b>13</b>	<b>29</b>	<b>90.6%</b>
<b>Total</b>	<b>19</b>	<b>13</b>	<b>32</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  
2019-2020**



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

Asian	13
Black or African American	347
Hispanic or Latino	67
American Indian	1
White	924
Two or more races	8
Native Hawaiian	0
Unknown/Not Reported	0
<b>Total Enrollment for Spring 2020</b>	<b>1,360</b>

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

There were 37 minority faculty and staff at ANC in AY 2019-2020. They represented 22.84% 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:**

There were four (4) fulltime faculty members in Fall 2019 who were a minority – 2 African American and 2 Hispanic/Latino.

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

ANC had 1 minority adjunct faculty member in AY 2019-2020 – 1 African American.

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

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

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

See attached chart.

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

See attached chart.

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

See attached chart.

***Full-time Minority Employees***

Full Name	Official Title
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
Campbell, Isabella	Pathways Counselor
Carr, Darrel	Advising Specialist
Cashman, Teresita	Maintenance Assistant
Chambers, Alton	Maintenance Assistant
Clark, Stacey	Education Advisor, EOC
Dillard, Destinee	Education Advisor, ETS
Dyson, Gwen	Administrative Specialist I/Allied Health
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
Key, Robilyn	Career Coach
Lewis, Leslie	Retention Coordinator, SSS
McGaughy, Kiesha	Administrative Specialist II, Community Relations
McGhee, Lisa	Program Director, SSS
Miller, Livinia	Administrative Specialist I/Osceola
Scott, Susie	Career Coach
Smith, Michael	WORKS Coordinator
Trammell, Ray	Instructor, Criminal Justice
Turner, Catalina	Institutional Services Assistant
Turner, Leanna	Administrative Specialist I/Faculty
Walker, Angel	Training Support Specialist
Williams, Willie	Success Navigator
Wilson, LaTanya	Administrative Specialist I/Faculty
Winford, Regina	Fiscal Support Specialist
Woods, Jernal	Administrative Specialist I, TRIO EOC

**Full-time Total: 37**

***Part-time Minority Employees***

Full Name	Official Title
Ballard, Sharon	Lab Assistant
Boyd, Gloria	Supplemental Instructor
Chambers, Devin	Supplemental Instructor
Clay, Ashley	Mentor
Cook, Bobby	Student Center Asst
Diamond, Bobbie	Instructor
Dyson, Darren	Adjunct Instructor
Flores, Marcus	Student Center Asst
Garcia, Leticia	Custodian
Gillespie, Sandy	Mentor
Green, Robyn	Mentor
Harris, Robert	Driver
Henry, Jerry	Public Safety Officer
Johnson, Adrienna	Tutor
Junerick, Renea	Kitchen
Lane, Tanerica	Kitchen
Leaks, Brice	Kitchen
Lenson, Holly	Kitchen
McGlaughlin, Maribel	Supplemental Instructor
Mcray, Brenda	Driver
Meza, David	Lab Assistant
Reyes-Lopez, Karen	Supplemental Instructor
Richardson, Minnie	Kitchen
Richardson, Tionna	Supplemental Instructor
Taylor, Bernetta	Driver
Thomas, Harold	Kitchen
Thomas, Kim	Driver
Valdez, Humburto	Student Center Asst
Watson, Crystal	Supplemental Instructor
Whitfield, Alysia	Clerical
Wilson, Consuela	Supplemental Instructor
Winford, Savannah	Ambassador
Wyle, Desiree	Clerical

**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 documentation of the progress ANC has made in academic year 2019-2020 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. 11 employees applied for and were awarded professional development funds in the 2019-2020 year, a decrease of 21% from 2018-2019.  Two minority employees applied for and received funding which was 18% of the total faculty and staff who applied. This is a decrease of 60% from 2018-2019.	On-going	Budgeted Tuition/Support: \$20,000  Expended Tuition/Support: \$12,099.91  Of the \$12,099.91 expended, \$2,400 was expended on minority need.  An additional \$15,860.48 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 70 minority employees or 27.6% of all employees reflected on the Fall 2019 IPEDS Report. Included in this number are 162 fulltime faculty, staff, and administration. 22.84% of all fulltime employees are minority which is an increase of 0.03% from Fall 2018.	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.	45% of incoming first-time freshmen students in Fall 2019 were minority. This is an increase over the past year of 8%.  ANC awarded \$397,707 in scholarships in fall/spring 2019-2020, \$94,924 was awarded to minorities. This amount represents an increase of \$18,354 from 2018-2019. Minority representation was 24% of all those who received some type of scholarship, which is an increase of 7% from last year.	On-going  On-going	NA  More scholarships are available. Most students who apply for financial aid will receive some assistance. This may be in the form of federal financial aid, institutional scholarships or ANC Foundation Scholarships.
	A strategy will be implemented to assist students in short programs which do not qualify for federal financial aid.	The ANC Foundation approved a Travel Voucher program for students enrolled in short term programs to assist them with the cost of transportation. These vouchers may be used only for the purchase of gasoline. Students must meet attendance and academic progress measures on a biweekly basis in order to receive the vouchers.	On-going	Travel Vouchers were awarded to 57 students in Fall 2019 with 53% of those students being minority. Total awarded for fall 2019 was \$10,000.
	Minority students will receive the Early College Scholarships to encourage participation in the Early College Concurrent Credit Program.	Approximately 408 students participated in the Early College Program in fall/spring 2019-2020, 21% were minority. Minority students received 21% of the total waivers awarded totaling \$28,662.	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.
	Minority students have the opportunity to participate in the Nucor Diploma Squared Program to	Approximately 53 students participated in the Nucor Diploma Squared Program in fall/spring 2019-2020, 19% were minority.	On-going	ANC, in partnership with the Nucor corporation, provides high school students the

Objective	Strategy	Indicators of success	Time Frame	Budget
	receive concurrent credit and eligible students receive waivers toward their tuition, fees, and books.	Minority students received 22% of the total waivers awarded totaling \$4,638.		opportunity to receive concurrent credit while working on a certificate of general studies.
2. The College will place students in the appropriate college level course(s) to promote success and timely completion of selected plan of study.	ANC's remedial college prep courses have been redesigned. Providing reduce time to degree, increased success rates, and necessary individual instruction as it is needed to at risk students.	<p>Minority students comprised 45.8% of attendees in these classes. The success rate for minority students in these courses rose to 62.74%, with the average success rate being 68.48% in 2019-2020.</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. If successful this reduces one semester of remedial coursework and the number of noncredit college preparatory hours taken. In the Fall of 2018 and Spring of 2019 minority students comprised 57.27% of student taking a college prep class, with a success rate of 59.27%. The average success rate for all students taking college prep courses was 64.52%. ANC continues to focus on improving the success rates of all high risk students.</p> <p>The College was able to close the Achievement Gap between White and Non-White students during this reporting period. The cohort group of 2016 students who graduated within 3-years was 28.2% which was 10.6% greater than the graduation rate</p>	On-going	

Objective	Strategy	Indicators of success	Time Frame	Budget
		for the 2009 cohort. Data for the same cohorts reflected a 30% graduation rate for Non-White students, a 9.6% increase over the 2009 cohort group. Data also showed a 3.1% increase in overall graduation rates from the 2015 cohort to the 2016 cohort and an increase of 6% graduation rate for Non-White students. These data show that the College is closing the Achievement Gap through its total efforts to increase retention, persistence, and completion for all students.		
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 1,209 individual students for the Fall 2019 and the Spring 2020 providing intensive appreciative academic and career counseling. Of that total, 29.8% 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.

Objective	Strategy	Indicators of success	Time Frame	Budget
	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 239 students who took the ACE course during the 2019-2020 academic year. Of those students, 39.7% were minority students with a success rate of 73.03%. The average success rate for all students was 75.31%.</p>	On-going	N/A
	Tutoring and supplemental instruction will be provided to students.	<p>An Academic Tutoring Coordinator directs group and individual tutoring.</p> <p>A total of 10 students participated in supplemental instruction during Fall 2019. Of the 10, 5 (50%) were minority students and of those, 5 (100%) earned a "C" or better in the course.</p>	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	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	Success Navigators report to the Associate Vice President for Community Relations and	On-going	\$42,840 (Success Navigator Salary)



Objective	Strategy	Indicators of Success	Time Frame	Budget
<p>minority community. The program is directed by the Associate Vice President for Community Relations, who is an African American female.</p>	<p>Navigator to assist with implementing outreach initiatives. (African-American male)</p>	<p>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.</p>		<p>\$1,000 (Operations)</p>
	<p>Part-time Success Navigator to assist with record keeping and assisting with the recruitment of female students. (Caucasian female)</p>			<p>\$10,000 (Part-time navigator salaries)</p>
	<p>Partner with USDA and SNAP E &amp; T to develop a transportation/ Opportunity Bus Initiative for low income students</p> <p>Literacy Coach assists with low literacy clients to prepare them for job training program and placement test.</p>	<p>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; 107 clients/referrals participated in the program for 2019-2020.</p>	On-going	<p>\$57,600 (Opportunity Bus drivers and clerical staff – 4 African Americans)</p> <p>\$10,000 (Literacy Coach- African American female)</p>
	<p>Opportunity Bus Mentoring and Retention Program: (Targeting SNAP E &amp; T participants, Arkansas Works, WORK participants, Adult Education, and Career Pathways students).</p>	<p>Provide mentoring and retention services to under-resourced students. (attachment A)</p> <p>The Mentoring Program assists participants to set and reach their academic and career goals. In 2019-2020, 73 mentors volunteered to mentor students; 56 African American, 10 Caucasian, and 7 Mexican (90% were minorities).</p>	On-going	<p>\$25,000 (Part-time Males- African American male and Part-time Females Mentoring Coordinator- Caucasian female)</p> <p>\$1,000 in program materials</p>

Objective	Strategy	Indicators of Success	Time Frame	Budget
		<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. 150 students participated from the WORK Program, GED, and Bridge Program. 89 were minority students representing 59%.</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>		\$1,500 Outreach
	Career Closet – Host an annual Fashion Show to raise awareness about the Career Closet	Provide business attire for ANC students to attend job interviews.	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. (TBA 2020)	April – August 2020	\$4,000
	Juneteenth festival	The Mississippi County Juneteenth celebration is held annually in the month of June. Student recruitment is held during the festival. (TBA)	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 200 participants attended both events. At least 60 percent of program attendees were African American and Hispanic. (attachment B)	January & February	\$500

Objective	Strategy	Indicators of Success	Time Frame	Budget
	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. (attachment C)	On-going	\$1,000
	Stand Leadership Program	A leadership program designed to develop leaders within underserved communities. (TBA)		\$9,000
	Hispanic Student Outreach Part-time input clerk/interpreter-Hispanic female	On October 10, 2019; ANC celebrated our first National Hispanic Heritage Awareness month (September 15 <sup>th</sup> to October 15 <sup>th</sup> ) Every year in the United States, we honor the contributions of Latino and Hispanic communities with the celebration of National Hispanic Heritage month, highlighting their diversity, culture and traditions. (attachment D)	Oct 2019 On-going	\$1,500
	Case Manager (African American female)	The function of this position is to assist students to overcome barriers to their success and to connect them with College and community resources.	Dec 2019 On-going	\$45,316
	Administrative Specialist (African American female)			\$22,433
	Mississippi County Census Outreach for 2020	Because Community Relations targets the underserved community populations, the Success Navigator and Mentor Coordinators assisted area leaders and government	December 2019	Use of ANC facilities (\$250)  Community and Staff volunteers



Arkansas Northeastern College  
Minority Recruitment and Retention Annual Report  
2019-2020

Objective	Strategy	Indicators of Success	Time Frame	Budget
		officials to develop an engagement strategy to inform the communities of the importance of filling out the 2020 Census forms. (attachment E)		
	Career Connect (African American female)	Assist low-income students in finding gainful employment.	March 2020/ On-going	\$38,204

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




**Attachment B**

ARKANSAS NORTHEASTERN COLLEGE  
**BLACK HISTORY PROGRAM**



**Minorities and the**  
AFRICAN AMERICANS, LATINO & HISPANIC AMERICANS,  
WOMEN, AND THOSE IN POVERTY

*Every Vote matters!*  
EVERY COUNT MATTERS



**ANC Adams/Vines Recital Hall**  
**Thursday, February 20, 2020**  
**10AM**  
\* LIGHT REFRESHMENTS  
WILL BE SERVED

**SPEAKERS:**  
**Mr. Daryl Young & Miss Mayra Vasquez**

**PERFORMANCE:**  
**ANC Community Choir**

FREE & OPEN TO THE PUBLIC





## Black History Program

2020

*"Minorities and the Vote: African Americans, Latino & Hispanic  
Americans, Women, and those in Poverty"*

Musical Interlude

Mr. Michael Smith

Opening Remarks

Dr. James Shemwell,  
President of ANC

ANC Community Choir

Census 2020

Mr. Daryl Young

Blytheville High School Choir

"Minorities and the Vote"

Mrs. Mayra Vasquez

ANC Music

Mrs. Latanya Gillespie  
and Mr. Michael Smith

"You Don't Live On My Street" by  
Dr. Rebera Elliot Foston

Dr. Robyn Green

Voices & Votes: Democracy in America

Dr. Jillian Hartley

Closing Remarks

*\*Special thank you to the ANC Student Services Department for providing a Voter's Registration  
table, and for artwork, courtesy of Celebrate! Maya Writing and History Project and Juneteenth  
Art Contest.*

## 2020 ANC Black History Program

The 2020 Arkansas Northeastern College Black History program, "Minorities and the Vote: African Americans, Latino & Hispanic Americans, Women, and those in Poverty" was held on February 20th in the Adams/Vines Recital Hall on the ANC campus. Speakers included Dr. James Shemwell, Mr.

Daryl Young, Miss Mayra Vasquez, Dr. Robyn Green, and Dr. Jillian Hartley. In addition to the speakers, there were several musical performances by the ANC Community Choir, Blytheville High School Choir, Mr. Michael Smith, and Latanya Gillespie.





PAGE 15 • WEDNESDAY, JANUARY 15, 2020

## News of Note

### Ministerial Alliance to host MLK Service Jan. 20



Pastor Zach Roberts, president of the Blytheville Ministerial Alliance, invites everyone to a community Martin Luther King service at 7 p.m. Monday, Jan. 20, at Pilgrim Rest Baptist Church. The church is located at the corner of East Main and Ruddle Road. The special service is sponsored by the Blytheville Ministerial Alliance. Pictured are Fr. Clayton Kilburn, CM.; Dr. Ron Wilcoxson, First Baptist Church; Pastor Willie D. Williams, Jr., Faith Temple House of Prayer; Dr. Blanche Hunt, Arkansas Northeastern College Associate Vice President of Community Relations; Pastor Mike Wey, 1st Presbyterian Church; Pastor Danny Pankey, Ruddle Road Church of God; Vera James, New Immanuel MB Church; and Pastor Zach Roberts, First United Methodist.

*Attachment C*

■ VOLUME 4 ■ ISSUE 2 ■ MARCH 2020

Arkansas Northeastern College

# NewsLink

## Community Education

If you would like to teach a non-credit class for the community, contact:  
[mgarren@smail.anc.edu](mailto:mgarren@smail.anc.edu)  
870-762-3168  
New Schedule Online Now!

## President's Council on Underserved Communities


The council had its annual luncheon recently in the new Allied Technologies building. The mission of the council is to provide advice to the president on best practices to increase underserved students' access to higher education and workforce training.

## Submissions

Have items of interest you would like featured in the NewsLink online newsletter? Please send your departmental news, upcoming events, etc., to James Hartley at [jehartley@smail.anc.edu](mailto:jehartley@smail.anc.edu). The deadline is 5 pm on the last Thursday of the month.

## ANC Mission


Arkansas Northeastern College is committed to providing accessible, quality educational programs, services, and lifelong learning opportunities.



## NewsLink

A monthly publication

Follow Us On Social Media





NewsLink

## President's Council Continued...



**Attachment D**

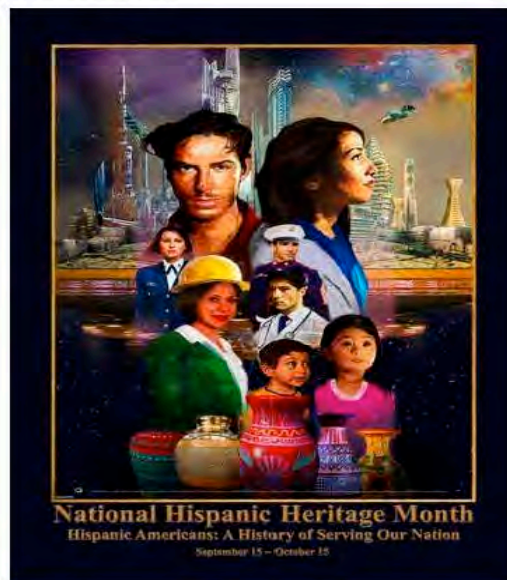
**ARKANSAS NORTHEASTERN COLLEGE  
CELEBRATES**

**OCTOBER 10  
NATIONAL HISPANIC  
HERITAGE AWARENESS  
MONTH**

**September 15 to October 15**

Every year in the United States, we honor the contributions of Latino and Hispanic communities with the celebration of National Hispanic Heritage Month while highlighting their diversity, culture and traditions.

Beginning in mid-September, the celebrations coincide with national independence days in Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Mexico and Chile.



INFORMATION FAIR  
FUN DAY

JOIN US AT THE  
GOVERNORS  
BALLROOM AND THEN  
COURTYARD

THERE WILL BE FOOD,  
PRIZES, AND ANC  
STUDENT  
RECRUITMENT

FIND OUT MORE  
ABOUT ANC'S  
EDUCATIONAL  
PROGRAMS, FREE GED  
CLASSES, AND JOB  
TRAINING  
OPPORTUNITIES

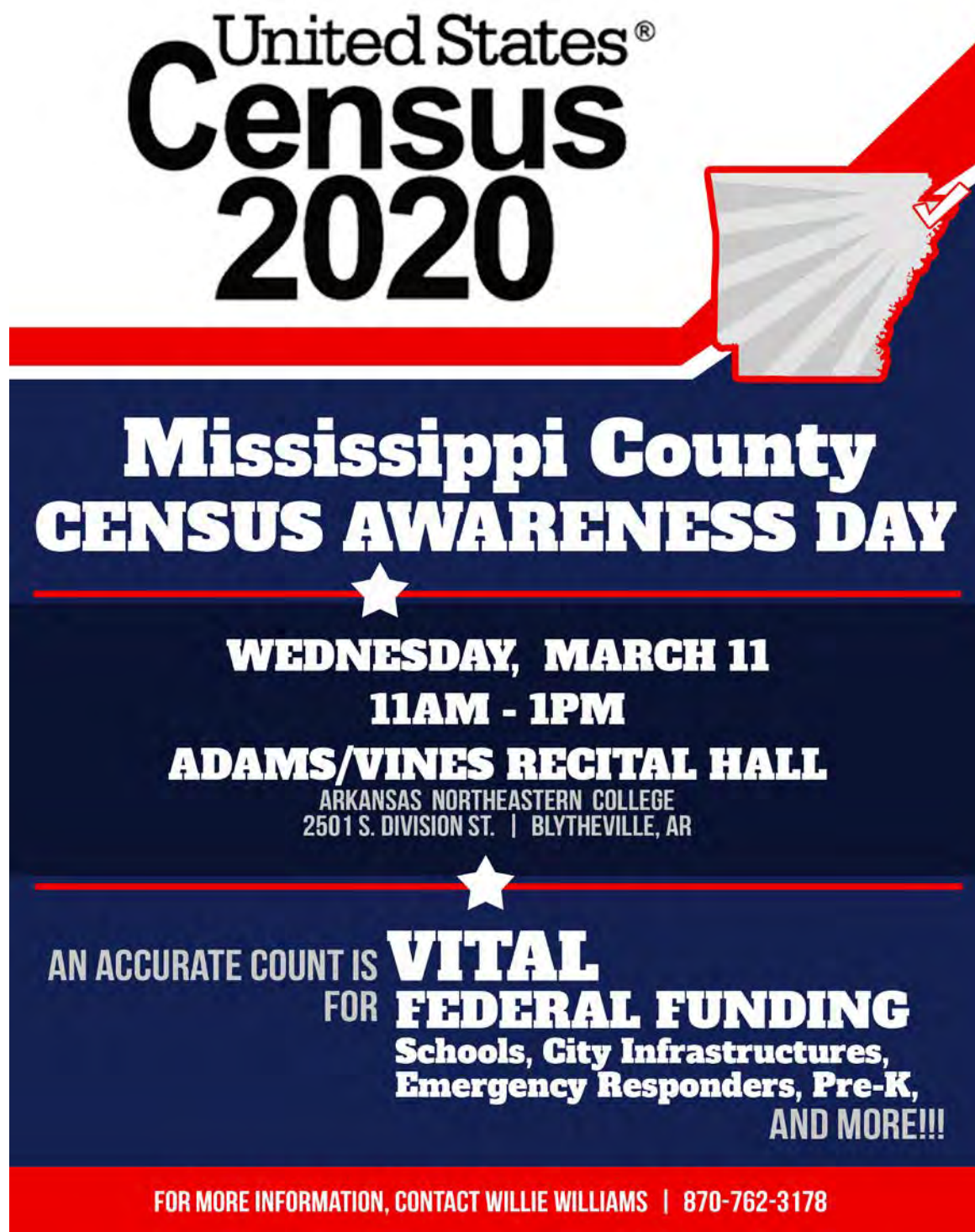
ARKANSAS  
NORTHEASTERN COLLEGE  
2501 S. Division St.  
Blytheville, AR 72315

[https://www.facebook.com/  
ANCCCommunityRelations/](https://www.facebook.com/ANCCCommunityRelations/)

October 10, 2019  
10am – 2PM



*Attachment E*



**United States<sup>®</sup>  
Census  
2020**

**Mississippi County  
CENSUS AWARENESS DAY**

★

**WEDNESDAY, MARCH 11  
11AM - 1PM  
ADAMS/VINES RECITAL HALL**

ARKANSAS NORTHEASTERN COLLEGE  
2501 S. DIVISION ST. | BLYTHEVILLE, AR

★

AN ACCURATE COUNT IS **VITAL**  
FOR **FEDERAL FUNDING**  
**Schools, City Infrastructures,  
Emergency Responders, Pre-K,  
AND MORE!!!**

FOR MORE INFORMATION, CONTACT WILLIE WILLIAMS | 870-762-3178

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

In accordance with [\(Act 1091\)](#), all state-supported colleges and universities are required to establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans are required to be prepared on a continuing basis for five-year periods.

Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution. Copies of each institution's five-year plan and annual reports are to be filed by June 30 with the Arkansas Department of Higher Education.

The Minority Recruitment and Retention annual report should include at a minimum the following:

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

Hispanic: 1,035  
Black or African-American: 792  
Multiple Ethnicities: 506  
Non-Resident Alien: 328  
Asian/PI: 174  
American Indian/Alaska Native: 70  
Hawaiian: 9

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

**MINORITY FACULTY**

<b>TITLE</b>	<b>ETHNICITY</b>	<b>COUNT</b>
Faculty FT 9M	American Indian-Alaskan Native	1
Faculty FT 9M	Asian	28
Faculty FT 9M	Black or African American	11
Faculty FT 9M	Hispanic	4
Faculty FT 9M	International - NonRsdnt Alien	1
Workforce Ed Faculty	Asian	1
Workforce Ed Faculty	Black or African American	1
Workforce Ed Faculty	Hispanic	1
<b>Total</b>		<b>48</b>

**MINORITY ADJUNCT FACULTY**

<b>TITLE</b>	<b>ETHNICITY</b>	<b>COUNT</b>
Adjunct	Asian	9
Adjunct	Black or African American	11
Adjunct	Hispanic	6
Adjunct	International - NonRsdnt Alien	2
Adjunct	Other/Unknown	2
Adjunct	American Indian-Alaskan Native	2
<b>Total</b>		<b>32</b>

**MINORITY STAFF**

<b>TITLE</b>	<b>ETHNICITY</b>	<b>COUNT</b>
Acad/Stu Support Counselor	Black or African American	1
Academic Advisor	Hispanic	1
Administrative Specialist I	Black or African American	1
Administrative Specialist I	Native Hawaiian-Pacific Island	1
Administrative Specialist II	Hispanic	3
	American Indian-Alaskan	
Administrative Specialist III	Native	2
Administrative Specialist III	Asian	1
Administrative Specialist III	Black or African American	1
Administrative Specialist III	Hispanic	1
Assistant Athletic Trainer	Black or African American	1
Assistant Coach	Black or African American	3
Assistant Registrar	Asian	1
Associate Registrar	Black or African American	1
Asst Dean of Students	Black or African American	2
Asst Dir Internat'l Programs	Black or African American	1
Asst Dir Internat'l Programs	Hispanic	1
Asst Sports Info Director	Hispanic	1
Dept Chair Acct/Econ; Mgt/Mkt	Black or African American	1
Dir Recruitment/Orientation	Black or African American	1
Dir of Corp/Foundation Giving	Black or African American	1
Dir of International Programs	Asian	1
Director Disability Services	Black or African American	1
Director of Testing	Black or African American	1
	American Indian-Alaskan	
E - AGS	Native	1
E-GAE Franklin Co	Asian	3
E-GAE Franklin Co	Hispanic	2
E-Landscape & Grounds	Black or African American	1
E-Library General Operations	Hispanic	1

E-Men's Basketball	Black or African American	1
E-Post Office	Hispanic	1
E-Public Safety	Black or African American	1
English Lang Institute Coord	Asian	1
Executive VP/Provost	Black or African American	1
Financial Aid Specialist	Hispanic	1
Fiscal Support Analyst	Hispanic	1
Fiscal Support Specialist	Hispanic	1
Head Coach-Women's Softball	Hispanic	1
Information Systems Analyst	Hispanic	1
Institutional Assistant	Asian	1
	American Indian-Alaskan	
Institutional Services Asst	Native	1
Institutional Services Asst	Asian	1
Institutional Services Asst	Black or African American	2
Institutional Services Asst	Hispanic	4
Institutional Services Asst	International - NonRsdnt Alien	1
Institutional Srvc's Supervisor	Hispanic	1
Instructional Designer	International - NonRsdnt Alien	1
	American Indian-Alaskan	
Landscape Specialist	Native	1
Network Support Specialist	Asian	1
Network Support Specialist	Hispanic	1
Pro/Prg Spec'lst-Prov Adult Ed	Hispanic	1
Proj/Prg Dir Sports Medicine	Black or African American	1
	American Indian-Alaskan	
Project/Program Administrator	Native	1
Project/Program Administrator	Black or African American	1
	American Indian-Alaskan	
Registered Nurse	Native	1
Registrar's Assistant	Hispanic	1
Skilled Tradesman	Hispanic	1
Student Development Specialist	Black or African American	1
Student Development Specialist	Hispanic	1
	American Indian-Alaskan	
Systems Specialist	Native	1
<b>Total</b>		<b>72</b>



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

#### **MINORITY FACULTY**

<b>ETHNICITY</b>	<b>COUNT</b>
American Indian-Alaskan Native	1
Asian	29
Black or African American	12
Hispanic	5
International - NonRsdnt	
Alien	1
<b>Total</b>	<b>48</b>

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

#### **MINORITY ADJUNCT**

<b>ETHNICITY</b>	<b>COUNT</b>
Asian	9
Black or African American	11
Hispanic	6
International - NonRsdnt Alien	2
Other/Unknown	2
American Indian-Alaskan Native	2
<b>Total</b>	<b>32</b>

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

#### **MINORITY FACULTY & ADJUNCTS**

<b>TITLE</b>	<b>ETHNICITY</b>	<b>COUNT</b>
Adjunct	Asian	3
Adjunct	Black or African American	4
Adjunct	Hispanic	2
	American Indian-Alaskan Native	
Adjunct	Native	1
Faculty FT 9M	Asian	5
Faculty FT 9M	Black or African American	2
	International - NonRsdnt	
Faculty FT 9M	Alien	1
	<b>Total</b>	<b>18</b>

**MINORITY STAFF**

<b>TITLE</b>	<b>ETHNICITY</b>	<b>COUNT</b>
Administrative Specialist II	Hispanic	1
Asst Dir Internat'l Programs	Black or African American	1
Asst Sports Info Director	Hispanic	1
Director Disability Services	Black or African American	1
E-GAE Franklin Co	Asian	2
E-GAE Franklin Co	Hispanic	2
E-Post Office	Hispanic	1
Executive VP/Provost	Black or African American	1
Financial Aid Specialist	Hispanic	1
	American Indian-Alaskan	
Institutional Services Asst	Native	1
Institutional Services Asst	Black or African American	2
Institutional Services Asst	Hispanic	1
	International - NonRsdnt	
Institutional Services Asst	Alien	1
Pro/Prg Spec'lst-Prov Adult Ed	Hispanic	1
Skilled Tradesman	Hispanic	1
	<b>Total</b>	<b>18</b>

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

We have been successful in growing the Hispanic population (772 in Fall 2015 to 1,035 in Fall 2019). The multiple ethnicity category has grown in that same timeframe (from 361 to 506), while those reporting Black/African-American ethnicity has fallen (from 999 to 792).

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

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

Another initiative that is being piloted is Academic Coaching. This replaces the Arkansas Tech University B2E (Bridge to Excellence) program. The Academic Coaching and Outreach program strives to empower students toward positive behavior changes as it relates to academic concerns and perceived barriers to success by connecting students to other support services in the

Academic Success Center and meeting one-on-one to develop a personalized plan of action for future success. Outcomes of academic coaching sessions are:

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

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

A state-wide initiative that Arkansas Tech University is participating in is Arkansas's [Strong Start to Finish](#) (SStF) initiative to implement high quality, rigorous co-requisite courses in mathematics and English at scale. Funded by the Kresge Foundation and a matching award from Arkansas Governor Asa Hutchinson, and managed by the Arkansas Department of Higher Education and Arkansas Community Colleges, the goal is to enroll at least 75% of underprepared students in co-requisite support by Fall 2021 so that more students successfully pass mathematics and English in their first year. Arkansas' SStF initiative plans to reach approximately 50,000 students per year by 2020. Thus, remedial mathematics will no longer be offered at ATU and students will be placed in co-requisite courses.

In terms of faculty and staff, the University continues to use a minority friendly procedure for recruitment. All faculty and administrative vacancies are filled according to guidelines and procedures published and administered by the Affirmative Action Office. The guidelines are disseminated to all departments and forms are included which provide a consistent and equitable approach to filling vacancies as they occur. The guidelines cover all aspects of the hiring process and include procedures relating to the following categories: Announcement and Advertising the Position, Responsibilities of the Search Committee, Required Documentation Maintained by the Affirmative Action Office, and Minority Recruitment Contacts. The job description to be advertised must be approved by the Affirmative Action Officer to ensure that the appropriate EOE information is included. After the position closes, the chair of the search committee sends an Interim Report to the Affirmative Action Office. The Interim Report must be approved prior to any candidate being interviewed. The Interim Report is used to determine the breadth of ethnic and gender representation. Only the Affirmative Action Officer has ethnicity data until the Position Filled Report is completed.

The Affirmative Action Officer works to ensure that all guidelines are understood and followed. Following the confirmation of the hiring decision, a final report is filed with the Affirmative Action Office and the information is added to an ongoing database which includes data reflecting the ethnic/gender distribution of candidates and reasons for rejection by category.

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

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

The Diversity Committee targeted and benchmarked evidence-based action items for the recruitment and retention of underrepresented students, faculty, and staff within their Strategic Plan for Inclusive Excellence. This plan follows the goals of the University's Strategic Plan. The Phase I Objectives are well underway and on target to be completed by the end of 2020. An update on the Diversity Committee's progress is enclosed.

Key highlights from the Department of Diversity & Inclusion in the Division of Student Affairs for retention of minority students during 2019-2020 were:

- Launched the DIVE (Diversity & Inclusion Validates Everyone) living learning community for first-year students.
  - Conducted multiple outreach days each semester at multiple locations (tablings, programming, virtual, etc.) to share experiences.
  - Conducted outreach (phone, e-mail, etc.) to all minority students with GPAs of 2.0 or below at mid-term grades to offer assistance and referral to campus resources.
  - Conducted outreach (phone, e-mail, etc.) to all minority students who were not enrolled for the subsequent semester to offer assistance and referral to campus resources.
  - During the COVID-19 pandemic during the Spring 2020 semester, DDI staff members provided weekly outreach to over 1,900 underrepresented students on a weekly basis to check-in, offer assistance, and provide referrals as part of the university's virtual outreach assistance retention plan.
- 
- **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.**
    - See attached Strategic Plan for Inclusive Excellence completed in 2019-20
    - See Department of Diversity and Inclusion (DDI) Retention Plan for Underrepresented Students
- 
- **Include your timeline, budget, and methods used to assess and monitor progress.**

### **Timeline**

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

## **Budget**

The budgets were put in place for the majority of these efforts has been reduced for 2020-21 due to the impact of the pandemic. Prior to the pandemic, the budgets increased as the University grew. In other instances, new initiatives have been added to existing services in such a way that the direct cost of the minority initiative cannot be readily determined. For example, the International Student Office was redefined as the International and Multicultural Student Services Office and the mission was expanded to include “multicultural”. That office has worked closely with the Black Student Association to sponsor campus awareness, Black History Month, and programming activities that are of more interest to minority students. The International and Multicultural Student Services Office has grown to include an Assistant Director, a Student Advisor, and a full-time secretarial position but it is not feasible to determine how much is allocated to minority relationship efforts. In general, the University will continue to support these, and additional activities, that may be developed to assist with the identification, recruitment and retention of qualified minority faculty, staff, and students.

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

## **Methods of Assessment**

The attached documents provide information relative to methods of assessment for the various measures.

Assessment of the effectiveness of the plan is conducted on two levels. Action items are reviewed on an annual basis to assure the procedures are being followed and that policies are being enforced. The strategies and action items are designed to bring about the desired outcome of a more ethnically diverse campus. Therefore, the more important assessment method will be tracking and reporting the number of minority faculty, staff, and students on an annual basis to determine if progress is being made in the recruitment and retention of a diverse faculty, staff, and student body. The final assessment is the development of data that identify trends in recruitment and retention of qualified minority faculty, staff, and students. The annual report is focused on the current status and annual changes in the quality and numbers of minorities in each group; faculty, staff and students. Increases in those areas provide indications that the plan is working as anticipated.

## **Department of Diversity and Inclusion: <https://www.atu.edu/diversity/>**

The Department of Diversity and Inclusion (DDI) focuses on enhancing and supporting the experiences of students within underrepresented populations and marginalized groups. While promoting a campus environment that welcomes inclusiveness and multiculturalism, DDI aims to enrich student success from the first-year until graduation. DDI is the primary support for registered student organizations (RSOs) that represent aspects of diversity and inclusion; DDI is also home to diversity and social justice trainings/ workshops, and cultural celebration events designed to support the overall success of underserved students as well as strengthen the cultural

competency of the campus community, therefore fostering a conscious campus climate while steadily moving ATU from equality to equity.

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

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

DDI has also created and implemented a Retention Plan for Underrepresented Students 2019-2020. See enclosed plan and current achievements of each task.

## **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](#)

## **FALL SEMESTER 2020 Event Calendar**

### **27: Virtual Minority Student Mixer/First Year Engagement Night; ZOOM 5-7 p.m.**

DDI will host incoming freshman minority students to a get-to-know-you social via zoom to become acquainted with minority faculty and staff, members of Black Faculty and Staff Organization (BFSO), and minority student leaders to build rapport and potential mentorships during their first year of college.

### **September:**

### **3: DDI Student Outreach Day Tabling; Chambers Dining Hall; 12-2 p.m.**

DDI staff will table in high-traffic student areas to increase visibility and offer resource information, tips, and advice to help underrepresented students be successful and drive home why it would benefit them to complete their degree at ATU.

### **10: DAB Virtual Roundtable; 5-6 p.m.**

DDI will bring together the top officers of all ATU's culturally and identity based RSOs to have a roundtable brainstorm about each RSO's plans for the year including their roles in helping to attract and retain first-year students by creating environments that promote a sense of belonging.

### **16: Hispanic Heritage Month (HHM) Kickoff; Social Media**

DDI plans to invite the entire campus to a one-hour event celebrating the start of Hispanic Heritage Month, including Hispanic foods, music, and informational booths. DDI plans to partner with ATU's Hispanic faculty to bring their classes to the kickoff as well.

### **24: Minorities and Mental Health; Doc Bryan 180; 1:30 p.m. (On-Track\*)**

DDI plans to partner with the ATU Department of Student Wellness to have a discussion with students regarding the importance of mental health, specifically in minority communities, and why the topic has been stigmatized for so long but is now becoming more normalized in society. All in attendance are welcome to share personal stories of struggles and/or triumphs with mental health but will not be forced to. The format will be that of a roundtable focus group so that feedback can be used for assessment purposes and all attendees will be informed up front of this. Assessment surveys will be administered to students after the workshop.

### **29: Multicultural Greek Roundtable; Doc Bryan 180; 6-7 p.m.**

DDI will bring together members of ATU's National Pan-Hellenic Council (NPHC) to discuss their roles in retention of and influence on first-year underrepresented students.

### **30: Diversity Dialogues; Doc Bryan 247; 3 p.m.**

DDI will host monthly conversations that are diversity and social justice centered regarding current events and students' experiences.

## **October:**

### **12: Indigenous Land Forum/Columbus Day Discussion; Brown Hall, 356 Time: 3:30 p.m. \*On-Track\***

DDI will host a land acknowledgement to the Osage Nation, which is the Native tribe who occupied and owned the current land ATU and the city of Russellville currently sits on. We will also be highlighting the importance of understanding colonization, occupied lands, and how they are linked to higher education.

### **13: Mid-Term Tabling; Chambers Dining; 12 noon**

Underrepresented students are encouraged to visit with a member of the DDI staff following mid-terms. Resources and one-on-one consultations concerning test taking methods, study tips, note taking methods, etc. will be provided. Referrals to other campus departments such as the APEX Center, Department of Student Wellness, Office of Financial Aid, etc. will be provided.

### **14: Hispanic Heritage Month Keynote address; RPL 300B 7 p.m. (\*On-Track)**

DDI will invite an individual significant to the Hispanic/Latinx/a/o Community to deliver an annual keynote address to culminate Hispanic Heritage Month. We will plan to host a dinner with the speaker, Hispanic/Latinx/a/o/ student leaders, students majoring in Spanish, faculty who teach Spanish, and the DDI staff.

### **15: Inclusive Engagement Workshop; Brown 148; 4 p.m. (\*On-Track) (Daily Project 9)**

This interactive workshop will provide exposure of inclusivity and equity practices for students, faculty, and staff to utilize in everyday situations (unconscious bias, privilege, micro-aggressions, cultural appropriation, social justice, restorative justice, equity vs. equality, and culturally competent terminology).

### **21: International Pronouns Day Tabling; Baz-Tech Common Area; 12-4 p.m. (\*On-Track)**

DDI will participate in the 3<sup>rd</sup> annual International Pronouns Day by promoting the social media pages as well as tabling in the common area of Baz-Tech to raise awareness regarding referencing all persons with the correct pronouns to honor basic human dignity and expound on why this is essential for transgender and gender-nonconforming people. International Pronouns Day celebrates all identities.

### **26: Safe Zone Training; Doc Bryan 180; 5-7 p.m.**

This will be a comprehensive training to educate any interested person on the LGBTQ+ community and becoming an ally for this community.

### **28: Diversity Dialogues; Doc Bryan 247; 3 p.m.**

DDI will host monthly conversations that are diversity and social justice centered regarding current events and students' experiences.



**29: My Culture Isn't a Costume; Doc Bryan 242; 3:30-4:30 p.m. (On-Track\*)**

DDI plans to have a roundtable discussion on cultural appropriation since Halloween will be nearing. Students, faculty, and staff are encouraged to engage in dialogue about what is appropriate and what is not regarding imitating other ethnic and cultural norms that are highly offensive, i.e. black face, Native-American garb, etc.

**November:**

**2: Canned Food Drive Kickoff**

DDI plans to have bins set up in the front of the DDI office as well as in other locations with high student traffic to collect canned goods to be given to local charities (ATU Green & Gold Cupboard, Main Street Mission, and River Valley Food For Kids) before ATU's Thanksgiving break.

**5: Interfaith Forum: A Summit on Diversity in Religion and Belief Systems; Baz-Tech 204; 6:30-7:30 p.m. (\*On-track)**

DDI invites all faith-based and non-religious belief-based registered student organizations to a summit where each group gets to share about their values, experiences, and customs. DDI recognizes that all beliefs are not rooted in a certain faith and wants to encourage dialogue between every group on either side. Each organization can select a representative to be on a panel to answer questions around the room from those in attendance, but everyone in attendance are welcomed and encouraged to engage in these discussions. An assessment survey will be administered to students after the workshop.

**12: Minority Faculty/Staff Symposium; Brown 436; 4 p.m. (Daily Project 12)**

DDI will host a symposium that focuses on the experiences of ATU's minority/marginalized faculty and staff, the recruitment efforts of minority professionals at ATU, how the physical representation of minority/marginalized higher education professionals affects both the recruitment and retention rates of minority/marginalized students, and what can be done to enhance inclusive recruitment.

**17: Black, Brown, and Abroad; Doc Bryan 247; 1:30 p.m. (\*On-Track)**

DDI will host an informational session for students of color in conjunction with the Study Abroad Coordinator. This session will provide minority students of color with pertinent information regarding the opportunities to study in other countries through ATU's study abroad program.

**20: Transgender Day of Remembrance; online (DDI Social Media)**

Through a series of social media posts, DDI will honor transgender people whose lives were taken by hate, remembering their legacy and standing in solidarity with their families.

**23: Canned Food Drive Culmination and Donation**

DDI personnel will collect all bins across campus and will then donate all gathered items to River Valley Food for Kids, Main Street Mission, and ATU Green & Gold Cupboard.

**\*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 LGBTQ community and thus are encouraged 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.

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



# **Arkansas Tech University**

## **Strategic Plan for Inclusive Excellence**

### **Phase I (2019-2020) and Phase II (2021-2024)**

#### **Introduction**

Since 1909, Arkansas Tech University (ATU) has continued to preserve its founding technical traditions while transforming into a leading teaching institution that yields high-achieving graduates who go on to serve their communities, regions, country, and the world in various capacities. As the third largest institution of higher learning in Arkansas as well as ranking first in the state for social mobility efforts for its students, ATU prides itself on putting a quality education within reach of all students.

ATU's faculty and staff have a passion for affording students the realization of obtaining a college degree. However, obtaining a college degree is more than going to classes and doing homework. A sense of belonging and college completion are also influenced by what students, faculty, and staff experience both inside and outside the classroom. We recognize that diversity and inclusion initiatives are pivotal for the recruitment and retention of underrepresented students, faculty, and staff. Therefore, we will convey a message of inclusive excellence in all forms.

We are also intentional to align this strategic plan for inclusive excellence (SPIE) with the University's Strategic Plan Goal 1.8: "develop and implement a diversity and inclusion plan to include all stakeholders on campus."

This strategic plan for inclusive excellence will also support the Higher Learning Commission Criterion 1.C and its sub-criteria 1.C.2 and 1.C.3: “The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves” (1.C). “The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations” (1.C.2). “The institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives” (1.C.3).

## **Vision Statement**

ATU’s mission statement declares “Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement.” To support the mission of ATU, we are proactive in our vision to parallel the strategic plan for inclusive excellence with the mission of the university.

The vision for inclusive excellence at Arkansas Tech University is to be the premier institution of higher learning in Arkansas with regard to diversity and inclusion, known for our excellence in providing a welcoming environment for all communities and cultures, developing programs of support for those in disenfranchised and marginalized communities, and creating a campus culture that exposes the entire community to the full spectrum of multiculturalism.

## **Preliminary Work**

From March through May 2019, ATU’s Diversity Committee for the Strategic Plan on Inclusive Excellence, under the leadership of Dr. David Blanks, divided into sub-committees to conduct campus climate research within three groups of primary stakeholders, who also comprise the first three of our four focus areas: 1. Students; 2. Faculty; 3. Staff; and 4. The overall university community. We thank Dr. Blanks for his leadership as he guided the Diversity Committee through data collection, which identified several themes of the strengths, barriers, and opportunities to advance inclusive excellence. Progress must be made at all levels if we are to achieve the vision for inclusive excellence. Recruitment and retention efforts of underrepresented students are reflected within the Department of Diversity and Inclusion’s (DDI) [Retention Plan](#), and it heavily influences some of the criteria decided on for this strategic plan’s focus area of students.

Under the leadership of Dr. Danielle Brooks, committee members reviewed diversity strategic plans of other institutions, including peer institutions. Just as Nealy and McNair (2013) identified high-impact practices for retaining underserved student groups (emphasized in DDI’s Retention Plan), the Diversity Committee targeted and benchmarked evidence-based action items for the recruitment and retention of underrepresented students, faculty, and staff.

## **Guiding Principles**

The Diversity Committee identified four overarching guiding principles that meet the specific needs of our institution's stakeholders. Each task within the strategic plan for each focus area aligns with at least one of the four overarching guiding principles. These guiding principles include the following:

- 1. Provide access and equity.**
- 2. Increase diversity learning throughout overall curricula.**
- 3. Create a visibly inclusive campus.**
- 4. Increase diversity learning for faculty, staff, and administration.**

## **Underrepresented and Marginalized Groups Identified**

ATU is sincere in our efforts to include and work on the behalf of all stakeholders (students, faculty, and staff) who belong to any underserved identity. We also recognize and value the intersectionality of underserved identities. Our focus areas consist of the following underrepresented and marginalized student, faculty, and staff populations:

- Ethnically diverse persons
- Racially diverse persons
- Religiously diverse persons
- Agnostics
- Atheists
- People with disabilities
- Student-veterans and military-connected students
- First-generation college students
- Persons from low socioeconomic backgrounds
- Women
- Gender non-conforming persons
- LGBTQ+ community members
- Adopted and/or foster care students

## Breakdown of Strategic Plan for Inclusive Excellence

We realize that our primary stakeholders are our greatest assets. Our students, faculty, and staff have laid the foundation for this plan. The following objectives and goals align with our four guiding principles to advance inclusive excellence at ATU. Tasks are grouped into focus areas by the populations being influenced by the achievement of the tasks.

Due to the primary need, urgency, resources, and timeframes for specific projects within the plan, tasks have been divided into two phases both with specific timelines. Tasks and objectives identified for Phase I to be completed by the year 2020 include the following:

Phase I Objectives	Task	Units Responsible	Guiding Principles	Goal Achievement
1	Conduct an audit of the university website that examines diverse representation of all identities.	University Marketing & Communication	Create a visibly inclusive campus	Audit completed of the university website to examine diverse representation of all identities.
2	Implement the <a href="#">Department of Diversity and Inclusion Retention Plan</a> that focuses on high-impact practices, student engagement, and outreach to at-risk students.	DDI	Provide access and equity	The Department of Diversity and Inclusion Retention Plan implemented focused on high-impact practices, student engagement, and outreach to at-risk students.
3	Explore existing facilities on campus for potential gender-neutral bathrooms.	Facilities Management DDI Accessibility Committee	Create a visibly inclusive campus	Examination completed and proposal developed for potential gender-neutral bathrooms.
4	Increase targeted recruitment of diverse faculty and staff	Human Resources	Provide access and equity;	Increased targeted recruitment of diverse faculty and staff yields

	members by advertising and promoting positions with well-known groups and publications that focus on marginalized groups. (i.e. Black Doctoral Network, American College Personnel Association for LGBT Awareness, etc.)		Create a visibly inclusive campus	an increase in the number of diverse applicants for faculty and staff positions.
5	Develop inclusion awareness education for new employees during the onboarding process.	Human Resources	Increase diversity learning for faculty, staff and administration	Inclusion awareness education training developed for new employees.
6	Ensure diversity, equity, and inclusion education reaches the Ozark Campus through the appointment of an Ozark campus representative to the Equity and Diversity Committee.	Equity and Diversity Committee Ozark Chancellor	Increase diversity learning for faculty, staff and administration	A representative from the Ozark campus is appointed to serve on the Equity and Diversity Committee.

Below are recommendations for the Equity and Diversity Committee to consider for implementation for a second phase of the Strategic Plan for Inclusive Excellence with a proposed completion of tasks by the year 2024.

Student Focus Area	Task	Units Responsible	Guiding Principles	Goal Achievement
1.1	Encourage diverse faculty to advise underrepresented student organizations.	Academic Departments Campus Life DDI	Create a visibly inclusive campus; Provide access and equity	Diverse faculty are encouraged to advise student organizations.
1.2	Review communication efforts that reinforce a welcoming and inclusive campus community.	University Marketing & Communication Athletics	Provide access and equity	Communication efforts reviewed and appropriate changes implemented, as necessary, to reinforce a welcoming and inclusive campus community.
1.3	Review admission application for inclusivity of all identities.	Admissions	Create a visibly inclusive campus; Provide access and equity	Admissions application reviewed and appropriate changes implemented as determined to ensure inclusivity of all student identities.
1.4	Explore expansion opportunities for culturally based fraternities and sororities.	DDI Campus Life – Fraternity and Sorority Life	Create a visibly inclusive campus	Expansion opportunities explored for culturally based fraternities and sororities.
1.5	Explore spaces on campus for a potential Multicultural Center.	DDI	Create a visibly inclusive campus	Proposal developed to consider space for a potential Multicultural Center.



1.6	Examine academic and enrollment partnerships with two-year minority-serving institutions in the state of Arkansas to advance transfer sending and transfer receptivity.	Academic Affairs Enrollment Management	Provide access and equity.	Academic and enrollment partnerships examined with two-year minority-serving institutions in the state of Arkansas to advance transfer sending and transfer receptivity.
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Faculty Focus Area	Task	Units Responsible	Guiding Principles	Goal Achievement
2.1	Create minority faculty-to-student mentorships to provide an inclusive climate and support mechanism for incoming and existing minority students.	Admissions Academic Affairs Minority Faculty Groups	Provide access and equity	Minority faculty-to-student mentorship groups created to provide an inclusive climate and support mechanism for incoming and existing minority students.
2.2	Encourage diversity, equity, inclusion, and social justice content throughout existing and potential curricula in both undergraduate and graduate-level programs.	Academic Affairs	Increase diversity learning throughout overall curricula	Diversity, equity, inclusion, and social justice content encouraged throughout existing curricula and potential new curricula explored to be developed.
2.3	Create and encourage annual assessment strategies for cultural competency implementation in the classroom.	Assessment & Institutional Effectiveness Academic Affairs	Increase diversity learning throughout overall curricula; Increase diversity learning for faculty, staff and administration	Annual assessment strategies are developed and encouraged to be utilized to successfully measure cultural competency implementation in the classroom.

Staff Focus Area	Task	Units Responsible	Guiding Principles	Goal Achievement
3.1	Create a Climate Response Team that responds appropriately and in a timely manner to insensitive incidents on campus.	Human Resources	Provide access and equity	Climate Response Team created to respond appropriately and in a timely manner to insensitive incidents on campus.
3.2	Create a survey for the exploration of employee-to-employee affinity groups for faculty and staff members on both campuses	Human Resources	Provide access and equity; Create a visibly inclusive campus	Survey conducted and affinity groups established for employee-to-employee affinity groups for faculty and staff members on both campuses.

University Community Focus Area	Task	Units Responsible	Guiding Principles	Goal Achievement
4.1	Create and implement a diversity and inclusion annual training program that is encouraged for students, faculty, staff, and administrators for both campuses.	Academic Affairs DDI Human Resources	Increase diversity learning for faculty, staff and administration; Provide access and equity	Annual diversity and inclusion training created and implemented that is encouraged for students, faculty, staff, and administrators for both campuses.
4.2	Create and implement an online diversity and inclusion annual training program that is encouraged for all remote and adjunct faculty, staff, and administrators at both campuses.	Academic Affairs Human Resources	Increase diversity learning for faculty, staff and administration; Provide access and equity	Online diversity and inclusion training created and implemented that is encouraged for all remote and adjunct faculty, staff, and administrators at both campuses.
4.3	Implement a University-wide standard for main website and affiliated websites (ATUAlumni.com, ArkansasTechSports.com, etc.) that ensures accessibility for individuals with varying disabilities.	Office of Information Systems University Marketing & Communication	Provide access and equity	University-wide standard implemented for main website and affiliated websites (ATUAlumni.com, ArkansasTechSports.com, etc.) that ensures accessibility for individuals with varying disabilities.
4.4	Create and implement a mentoring/leadership program for minority populations for faculty,	Academic Affairs Human Resources	Increase diversity learning for faculty, staff and administration;	Mentoring/leadership program for minority populations created and implemented that is encouraged for students,

	staff, and administrators for both campuses.		Provide access and equity	faculty, staff, and administrators for both campuses.
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## Committee Members

Jerry “Jay” Anderson, Jr.—Graduate Assistant for Diversity and Inclusion

Cristina Blanco—General Studies Instructor, Ozark Campus

Dr. Danielle Brooks—Committee Chair and Assistant Dean for Diversity and Inclusion

Bob Freeman—Director of Human Resources

Ashlee Leavell—Assistant Dean for Student Wellness

Yasu Onodera—Associate Dean for International Student Services

Dr. Wayne Powell—Interim Dean of the College of Arts and Humanities

Dr. Tennille Lasker-Scott—Assistant Professor of Professional Studies and President of the Black Faculty and Staff Organization

Dr. Robert Stevens—Assistant Professor of Rehabilitation Sciences

Nikki Templeton, LPC—Counselor, Student Wellness and Counseling Services

Dr. Erica Wondolowski—Assistant Professor of Rehabilitation Sciences

### **Department of Diversity & Inclusion (DDI) Retention Plan for Underrepresented Students 2019-2020**

**Goal 1:** Develop an effective Diversity and Inclusion outreach program.

**Description 1.0:** Implement initiatives to create more visibility for DDI across campus and develop stronger relationships with the underrepresented students being served.

**Objectives:**

	<b>Task</b>	<b>Unit Responsible</b>	<b>2019-2020 Goal Achievement</b>
<b>1.1</b>	Employ a GA for Retention.	Department of Diversity and Inclusion (DDI) Graduate Assistant	GA for Retention employed to help increase retention and persistence of underrepresented students.
<b>1.2</b>	Execute DDI Outreach Days.	DDI staff	Multiple types of outreach implemented (tablings, Diversity and Dessert Series, Diversity Ambassadors, etc.) to increase DDI's visibility and provide safe spaces for underrepresented students to share their experiences.
<b>1.3</b>	Explore feasibility of implementing a Diversity Living Learning Community (LLC) for 2020-2021.	DDI staff Department of Residential Life	Materials submitted to launch the LLC in 2020-2021 and applications submitted by interested underrepresented students.
<b>1.4</b>	Establish a partnership with the Academic Advising Center.	DDI staff Academic Advising Center	Underrepresented students know their individual advisors' names as well as their contact information.

**Goal 2:** Build connections through the Early Arrival Program (EAP).

**Description 2.0:** Have a more engaging role in the EAP in partnership with the Office of Student Success and currently its only existing affinity group, Black Faculty and Staff Organization (BFSO). This is not a change in the EAP programming but more interactions with DDI staff, EAP alumni, and BFSO members throughout the academic year once EAP is complete.

**Objectives:**

	<b>Task</b>	<b>Unit Responsible</b>	<b>2019-2020 Goal Achievement</b>
<b>2.1</b>	Recruit EAP alumni to serve as tour guides and peer leaders.	DDI Assistant Dean Office of Student Success	EAP alumni served as tour guides and peer leaders during the Fall 2019 EAP.
<b>2.2</b>	Introduce members of registered student organizations (RSOs) and Diversity Ambassadors (DAs) to EAP cohort.	DDI staff BFSO	New incoming EAP freshmen introduced to several RSOs and DAs and have basic knowledge about their roles on campus.
<b>2.3</b>	Facilitate an EAP Engagement Day.	DDI staff	Engagement Day held for EAP students showcasing RSOs they may be interested in joining.
<b>2.4</b>	Host periodic cohort check-ins.	DDI staff	Periodic cohort check-ins held twice each semester to obtain feedback from new EAP students about their college transition and experience.
<b>2.5</b>	Host an EAP end-of-year celebration.	DDI staff, Office of Student Success BFSO	End-of-year celebration held in which members of the freshmen cohort become “EAP Alumni” and explore becoming DAs for the next academic year and peer leaders for the next year’s EAP cohort.

**Goal 3:** Validate the role of RSOs in retention.

**Description 3.0:** Support cultural RSOs in taking a more active approach in member recruitment and engagement initiatives.

**Objectives:**

	<b>Task</b>	<b>Unit Responsible</b>	<b>2019-2020 Goal Achievement</b>
<b>3.1</b>	Facilitate an RSO retreat.	DDI staff	RSO retreat held to train members on how to recruit, retain, create community, and establish a sense of belonging for potential members.
<b>3.2</b>	Build RSO-to-student connections.	DDI staff Cultural RSOs	Incoming freshmen who did not participate in EAP acquired basic knowledge of multiple RSOs on campus and are familiar with their roles on campus.
<b>3.3</b>	Encourage more interactions between EAP students and RSOs.	DDI staff Office of Student Success	Each EAP student has attended at least 1 RSO general meeting and joined at least 1 RSO within the academic year.



**Goal 4:** Implement high-impact practices that help retain underrepresented students.

**Description 4.0:** Increase underrepresented students' involvement in evidence-based retention activities and programs.

**Objectives:**

	<b>Task</b>	<b>Unit Responsible</b>	<b>2019-2020 Goal Achievement</b>
<b>4.1</b>	Encourage underserved students to participate in the study abroad program.	DDI staff Department of International Student Services Office of Study Abroad	Informational session held to increase the interest of underserved students.
<b>4.2</b>	Create the educational basis of the Diversity LLC.	DDI staff Department of Residential Life Faculty	Devise and submit an official purpose, curriculum, and learning outcomes regarding the proposed Diversity LLC to be implemented in 2020-2021.
<b>4.3</b>	Encourage underserved students' involvement in career service programs.	DDI staff Department of Career Services	Increase underrepresented students attending or participating in programs hosted by the Department of Career Services. These programs include, but are not limited to, Intern for a Day, Mock Interview Days, Grad Student for a Day, and Minorities in the Professional World Capstone Project.
<b>4.4</b>	Increase underserved students' interest in service learning opportunities.	DDI staff Office of Civic Engagement	Informational sessions held to provide various dates and times of civic engagement events to underrepresented students.

# ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT

2019-2020



# Annual Minority Recruitment and Retention Report

2019-2020

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

Declared Ethnicity	Number
American Indian/Alaskan Native	82
Asian	28
Black/African American	32
Native Hawaiian/Pacific Island	18
Hispanic of ANY Race	80
Non-Resident Alien	6
Two or More Non-Hispanic Races	0
Race/Ethnicity Unknown	25
<b>Total</b>	<b>271</b>

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

Declared Ethnicity	Number
<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.

In 2019-2020, the minority student population increased to 271 students. This is a 23% increase in the minority student population at ASUMH from the previous fiscal year.

### **GOAL 3:**

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

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

Ongoing events:

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

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

- **Black History Month**
- **Women's History Month**
- **Other Services**

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

### **GOAL 4:**

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

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

## **GOAL 5:**

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

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

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

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

The administration of ASUMH believes that minority and diversity issues must be addressed in a predominately Caucasian area to create a better understanding of the world outside of the one and a half-county service area. As the world moves toward a more mobile and global society, it is the duty of the university to educate non-minority students about issues facing a diverse population and to encourage tolerance and understanding. ASUMH does not take lightly its role to value, aid, and openly accept minority students, faculty, and staff who are part of the campus community. ASUMH continually monitors progress towards meeting diversity goals.



## Arkansas State University-Newport

### Minority Recruitment and Retention Annual Report

Submitted by Dr. Holly Smith, Vice-Chancellor for Academic Affairs  
September 2020

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 2019-20.**

- 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		Fall 2019 Total Enrollment : 2247		Spring 2020 Total Enrollment : 2256	
	#	% total enrollment	#	% total enrollment	#	% total enrollment	#	% total enrollment
White	1720	75.8	1723	76.4	1635	72.8	1611	71.4
Non-resident Alien	4	0.2	12	0.5	24	1.1	43	1.9
Native American/Alaska Native	12	0.5	13	0.6	15	0.7	17	0.8
Asian or Pacific Islander	14	0.6	20	0.9	8	0.4	6	0.3
Black/African American	318	14.0	307	13.6	325	14.5	335	14.8
Hispanic/Latino	78	3.4	80	3.6	92	4.1	91	4.0
Two or More Races	33	1.5	27	1.2	30	1.3	34	1.5
Unknown	91	4.0	72	3.2	118	5.1	119	5.3

- a. 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.



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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 2019-20 Academic Year</b>	15	12
<b>Minority Faculty and Staff Hired in the 2019-20 Academic Year</b>	4	1

Full-Time

Daniel Lee - Instructor of Adult Education  
Altonius Peterson - Director of Career Services  
Anita Towne - Professional Counselor  
Marcus Woodson - ADWORC Case Manager

Part-Time

Patrice Flournoy - Maverick Driver

**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 2019 and Spring 2020 enrollment data, minorities accounted for 27.2% and 28.6% of the enrollment base respectively. This is an increase from 24.2% and 23.6% in the previous year. Minority enrollment has increased continuously over a four year period. African Americans were the largest ethnic minority with 14.5% and 14.8% of the total enrollment base respectively.
  - Additional hiring strategies were employed beginning in Spring 2017 to address the disparate minority faculty and staff employment. We've not only experienced an increase of minority applicants during that time period, but also a significant increase in full-time minority hires. The data above does not include adjunct faculty as they are often transient in nature.
2. ASU-Newport will develop a process for strategic hires in areas where there are no or few minority faculty/staff members.
  - SOP2008 Part-Time Faculty Hiring Procedure
  - SOP5001 Full-Time Faculty and Staff Hiring Procedure

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 has been revised and now includes sessions with all Vice Chancellors, all pertinent college departments, other new hires, supervisor, and peer employees.
2. ASU-Newport will evaluate exit interviews with persons who transfer to other departments or leave the college all together with an emphasis on ascertaining why individuals felt compelled to seek employment elsewhere.
  - This process has been revised and now includes an electronic exit survey to ensure no discomfort in responding honestly and openly.
3. ASU-Newport will ensure proper representation of all minorities on committees, project teams, and advisory groups.
  - Each academic year, the ASUN shared leadership committees and councils workbook is developed which outlines each council and committee, representation, and purpose statement with associated annual goals. Minority representation is provided adequately throughout. Also, an Inclusion and Diversity Committee was added to the shared governance structure in 2019 and has begun to implement a variety of educational offerings, campus and electronic opportunities for mentorship and support, as well as a quarterly newsletter. The committee has been extremely active this academic year, despite remote working accommodations due to COVID-19.
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. In the COVID environment ASUN has transitioned to Campus Connections zoom meetings weekly with topics on diversity and inclusion, college systems and support mechanisms, and resource identification. This has helped new employees feel welcomed and given them an opportunity to “quasi-meet” with the administration, directors, and deans.
- In the last decade ASU-Newport has worked to gather and synthesize strategic information to encourage an appreciation and awareness of diversity issues. The institution makes special effort to meet the needs of our sight, hearing, and physically impaired students and employees. Because the institution and its campuses are located in an area which employs migrant workers, ASUN has formed a Migrant Student Advisory Council which meets on the Jonesboro campus. Our advisory boards convene to discuss workforce needs and address the need for a larger, more diverse student body to meet employer concerns. With the addition of a data analyst position, the institution has placed a premium on accurate data with which to draw conclusions and engage in strategic conversations. One area where these conversations may be most useful is in the field of diversity. The institution is currently evaluating its minority recruitment and retention plan. ASUN is also addressing recruitment of minorities and retention of remedial students. As we glean information, not only concerning the students that we serve, but our communities and their demographic patterns that comprise our support network, we are more accurately able to address areas of needed improvement and support.

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

ASU-Newport employs 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 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 communiques targeted to potential minority students. SP 1
  - With the assistance of the Enrollment Management Committee, the ASUN Office of Enrollment Services has created a strategic enrollment plan. The Strategic Enrollment Plan I includes marketing efforts associated with minority students. Marketing efforts include special communications to target minority students to ASUN.
2. The Office of Enrollment Services will encourage minority students who are interested in representing ASU-Newport at recruiting events will be asked to represent the program in which they are currently enrolled.
  - ASUN Student Ambassadors and scholarship recipients regularly represent the institution at events within the community. These groups are comprised of a diverse demographic of students from the Jackson County region.
  - HLC formally recognizes two Arkansas Department of Corrections facilities (McPherson and Grimes Units) as ASUN instructional locations. ASUN provides a vast array of coursework across several programs of study at the units as well as transition programs for inmates who will be or are in the process of transitioning out of the units. ASUN employs a part-time advisor who provides support mechanisms, services, and resources to the inmates and also provides recruitment and enrollment services functions in coordination with the ASUN Prison Education Coordinator (Academic Dean). Clear pathways ensure every opportunity for certificate and degree completion both while incarcerated and transitioning out of the units.
3. Continue to support ongoing concurrent enrollment initiatives that link the college with high school counselors, teachers, and students.
  - ASUN serves 300-500 concurrent students from 11 service area schools

- districts within the service area. These courses encompass both general education and career and technical education offerings.
- ASUN also encompasses the IGNITE secondary center, which continues to increase career and technical education enrollment opportunities for high school students across six school districts.
4. To meet the needs of our region, we will continue to work in conjunction with business and industry to recruit and retain diverse individuals who desire programs offered by ASU-Newport.
    - This is facilitated through a variety of avenues including program advisory committee participation, industry partnerships with the Workforce 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 motivate and enable students from diverse backgrounds to achieve their educational goals.**

*Strategies for Achieving the Goal:*

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

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4. Work to develop effective student mentoring and advisement strategies for culturally diverse students.
  - Currently, ASUN is entering a new organization of our academic advising processes. Cultural diversity is included in the academic advising plan and training modules for advisors. The new academic advising plan was launched during Fall 2019.
5. Expand the exploration of diversity in College and Life Skills and Workplace Essentials.
  - Diversity and inclusion awareness is included in the student learning outcomes for this course. All students are required to attend at minimum one cultural learning opportunity facilitated to the college and report back the class.
6. Continue ASU-Newport's brown bag lunch series sponsored by Career Pathways, Mental Health Counselor, and the Dean of Students office. Typically, these events are well attended by a wide range of 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.
  - These functions are now handled through the Director of Academic and Student Support and the Office of Financial Aid. The newly formed Director of Academic and Student Support Services is currently developing a plan to analyze this data and form an ad-hoc committee to develop additional strategies in this area, as well as advising and academic distress.
8. Implement mandatory attendance policies for academic courses through the use of Campus Management.
  - Currently transition to BANNER as a system wide initiative-this activity has been facilitated through Campus Mgmt but have not been impactful/
9. Implement mandatory advising for all students with their advisor of record.
  - This initiative is currently facilitated through the Advising Task Force.

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

*Strategies for Achieving the Goal:*

1. Identify scholarship and grant programs that seek to increase enrollment of students from underrepresented groups in the areas of the health professions and business.
  - The Marilyn Thompson Opportunity Through Education Scholarship is a scholarship designed to support students from a minority race or ethnicity and are seeking a degree in STEM or Business. Additionally, ASUN offers several scholarships that seek to increase enrollment in the areas of health professions and

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business (i.e. Jane M. Pratt Education Trust Scholarship, David L. & Imogene Garrett Johnston Memorial Scholarship Endowment Scholarship, and Twyford Family Business Scholarship). ASU-Newport has the fa large variety of scholarships available for students enrolled in academic programs at ASUN. The scholarship application and individual scholarship listing can be found at the following address: [www.asun.edu/financialaid](http://www.asun.edu/financialaid).

2. Expand access to resources for students from underrepresented groups to identify all possible sources of public and private funding. (Deferred Action for Childhood Arrivals)
  - ASUN has revised its scholarship process to create more equity among requirements based on academic achievements. The revisions now allow students to submit Accuplacer scores to be considered for scholarships. By allowing the SAT, ACT, and Accuplacer to be options for scholarship eligibility ASUN has created a more equitable process that takes into account low-income students who may only be able to afford to take the Accuplacer. (Traditional students who desire to take the ACT could be eligible for up to fee waivers from [ACT](#)). It is a priority to assist students who are from underrepresented groups. The revised scholarship plan is now available but has been impacted by the COVID-19 environment and the statewide budget downturn. This continues to be a standing item on the scholarship committee's priority list. Expand efforts to renew sustained scholarship support for culturally underrepresented students.
3. Expand efforts to renew sustained scholarship support for culturally underrepresented students.
  - In collaboration with the Council on Inclusion and Diversity, the Office of Student Affairs and Office Advancement plan to explore options to create at least one new scholarship opportunity in 2020-2021 to support culturally underrepresented students.

**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 were initiated fall 2015 and continue through summer terms of 2021. The student recruitment and retention activities are being coordinated and monitored through ASU-Newport's Enrollment Management Committee, while all faculty and staff recruitment and retention efforts are coordinated through ASU-Newport's Human Resource office.

**Budget Information:** Although no specific budget allocations were assigned to these activities, the Enrollment Management Committee and the Director of Human Resources have agreed to spend the appropriate amounts of the advertising and marketing budgets 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.



**Minority Recruitment and Retention Annual Report  
Arkansas State University Three Rivers  
June 2020**

**Institutional Goals/Objectives**

To identify, recruit, and retain qualified minority faculty, staff, and students.

**Strategies:**

1. The Admissions Office will continue to travel to regions with high minority percentages through:
  - a. ArkACRAO college planning programs
  - b. High School follow-up visits
  - c. Attendance at minority specific state programs
2. Recruitment literature and advertisement
  - a. Direct mailings, brochures, and catalogs sent to applicants will continue to contain images of current minority students.
  - b. The campus website and all advertisement will continue to contain pictures of individuals from minority groups
  - c. Campus publications will continue to contain pictures of individuals from minority groups.
  - d. Obtained the ACT, EOC list of underrepresented groups to increase our pool of minority applicants. Received 11,084 names with contact information and sent letters to encourage underprepared students to apply to Arkansas State University Three Rives.
3. Minority prospecting
  - a. Qualified minority applicants for college positions are interviewed; if not interviewed, a justification will be provided.
  - b. All position advertisements will include the designation "AA/EOE" to indicate our commitment to diversity.
  - c. Work with Malvern Concern Citizens, a minority community civic organization to develop strategies. This process is in the planning stages.
  - d. The College's Annual Career Fair hosts minority institutions of higher learning.
  - e. The College sent representatives to the Re-Entry Fairs at the following prisons: Tucker Correctional Unit, Hawkins Correctional Unit, Ouachitas River Correctional Unit and McPherson Correctional Unit. These fairs have a large minority participation.
  - f. Continue to collaborate with the Covenant Recovery Re-entry program through the College's CPAP Program. This program has a significant minority male population.
  - g. Minority high school students will be identified and brought to campus to familiarize them with the campus and to provide them with a better understanding of college life.
  - h. Reach minority middle school students through campus outreach programs.
  - i. Partnerships with local minority churches will provide opportunity to meet with minority nontraditional aged people (where they are) to prepare them, their children and grandchildren for college.
  - j. Attend regional minority youth church conferences to recruit minority students and to build a relationship with this organization (Fourth year attending the annual Baptist

youth conference). This conference was cancelled this year due to the COVID-19 pandemic.

- k. Maintain partnership with Malvern Martin Luther King Committee. This partnership provides a community voice in the selection process for selecting the College Chancellor's Martin Luther King scholarship. Served as Emcee for the Annual Martin Luther King Jr Banquet. Chancellor Steve Rook addresses the attendees with updates from the College.
  - l. Maintain partnership with Malvern Committee of Concerned Citizens and the Wilson High School Class of '66. Hosted the Annual viewing of the "Unearthing a Dream Documentary" on the ASUTR Campus.
  - m. Make presentations at community Black History events. Provided the keynote address for the Annual Malvern Black History Month celebration.
  - n. Asked by the Malvern City Mayor to spearhead the Mayors Coalition on Race Committee. The goal is to serve as a liaison between the City of Malvern and the minority Community to develop strategies to address inequalities and improve communication.
4. Scholarship awards
- a. Incentive scholarships will be used to help attract qualified minority students
  - b. TRiO Student Support Services provides minority scholarship information to all TRiO students
  - c. The Chancellor awards one Martin Luther King Jr. Scholarship award each academic year. (Fifth year this scholarship has been in place.)
  - d. Continue to award a Margo Lesure Transfer Scholarship in honor of an African American TRiO student who passed away in 2016. This scholarship was not awarded this year due to the COVID-19 prevention of award ceremonies.
5. Campus sensitivity
- a. Observance of Martin Luther King Jr. holiday – classes are not held
  - b. Increased awareness through campus organizations.
  - c. Black History month is observed each year.
  - d. Embracing Diversity exhibit is on display during Black History month every other year
  - e. The VCSA attended the MLK banquet (The College hosted a table for the fourth year.) the parade, church service and gospel festival. The VCSA also spoke at the annual MLK banquet and introduced the 2018/2019 scholarship recipient. The Chancellor attended the MLK service at the oldest African American Church in Malvern.
  - f. The College's VCSA attended the annual Black History Month celebrations.
  - g. The VCSA was not able to award the Annual President's MLK Scholarship during the Malvern High School Senior Award Ceremony due to the COVID-19.
  - h. The College implemented a Community Advisory Committee comprised of African American Community leaders.
  - i. The VCSA presented a presentation on Process Mapping" at the fall and Spring In service. All fulltime faculty and staff participated.
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 website will show an increased representation of individuals from minority populations.
3. The Student Affairs and areas under that division (i.e. TRiO) will continue to employ minority students to assist the office and conduct campus tours.
4. The Office of Admissions will be able to document scholarships awarded to minority students.
5. Observance of the Martin Luther King Jr. holiday.
6. Faculty and staff mentors will report working with minority students in their adjustment to college.
7. 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 of minority students currently attending the institution**

<b>Arkansas State University Three Rivers</b> <b>2019-2020 Enrollment by Race/Ethnicity</b>						
<b>Enrollment Headcount</b>	<b>Summer III 2019</b>	<b>Fall 2019</b>	<b>Spring 2020</b>	<b>Summer 2020</b>	<b>2019-20 Unduplicated</b>	<b>Change from 2018-19</b>
African American	5	175	187	105	298	31
Hispanic	1	76	71	10	92	4
2 or >	0	54	46	11	63	-6
Other Minorities	1	14	12	2	15	-9
Minority Total	7	319	316	128	468	20
Caucasian	20	832	780	191	1044	-171
Total Enrollment	27	1151	1096	319	1512	-151
Change from 2017-18	-2	-107	-27	-44	-151	
<b>Enrollment Percent</b>	<b>Summer III 2019</b>	<b>Fall 2019</b>	<b>Spring 2020</b>	<b>Summer 2020</b>	<b>2019-20 Unduplicated</b>	<b>Change from 2018-19</b>
African American	18.5%	15.2%	17.1%	32.9%	19.7%	3.6%
Hispanic	3.7%	6.6%	6.5%	3.1%	6.1%	0.8%
2 or >	0.0%	4.7%	4.2%	3.4%	4.2%	0.1%
Other Minorities	3.7%	1.2%	1.1%	0.6%	1.0%	-0.4%
Minority Total	25.9%	27.7%	28.8%	40.1%	31.0%	4.1%
Caucasian	74.1%	72.3%	71.2%	59.9%	69.0%	-4.1%
Total Enrollment	100.0%	100.0%	100.0%	100.0%	100.0%	-9.1%
Change from 2017-18	-0.7%	-8.5%	-2.4%	-12.1%	-9.1%	

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

Arkansas State University Three Rivers employs fifteen (15) full-time minority employees for 2019-2020. The positions are as follows:

Staff

- Vice Chancellor for Student Affairs
- Director of Student Support Services (TRiO)
- TRiO Education Counselor
- Director of Career Pathways
- Educational Counselor - Career Pathways

- Director of Student Success
- Registrar Assistant
- Fiscal Support Specialist
- Adult Education Administrative Specialist II (Clark County)
- Employment and Training Coordinator-Adult Ed
- Institutional Services Assistant
- Maintenance Specialist
- Student Affairs Program Assistant
- Education Counselor (Career Coach-Benton)
- TRiO Tutor Coordinator

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

Arkansas State University Three Rivers does not currently employ any full-time minority faculty members.

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

Arkansas State University Three Rivers currently employs five minority adjunct faculty.

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

One minority staff, TRiO Tutor Coordinator, was hired within the past year (11/2/2019).

Two minority adjunct faculty were hired within the past year (1/13/20).

## **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.

<b>Hispanic</b>	<b>57</b>
<b>NSH (2 or more)</b>	<b>29</b>
<b>American/Alaska Native</b>	<b>4</b>
<b>Asian</b>	<b>5</b>
<b>Asian/Pacific Islander</b>	<b>3</b>
<b>Black or African American</b>	<b>59</b>
<b>Hawaiian/Pacific Islander</b>	<b>6</b>
- Number and position title of minority faculty and staff who currently work for the institution. **3 current positions-Science Instructor, Automotive Paraprofessional, Nursing Adjunct Instructor.**
- Number of minority full-time faculty, by minority group, who currently work for the institution. **One fulltime faculty; Black/African American**
- Number of minority adjunct faculty, by minority group, who currently work for the institution. **Two adjunct faculty; one Black/African American and one Hispanic**
- Number and position title of minority faculty and staff who began working at the institution in the past year. **One adjunct Hispanic, position-Automotive Adjunct; One Black/African American, position-Registered Nursing Adjunct.**
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

**Students**  
**Unfortunately, due to the Coronavirus the annual Marshallese day was forced to be canceled in the spring of 2020. This new and exciting event was one of the cornerstones of the new minority recruitment plan for the BRTC. Also, all preview days in the spring of 2020 were canceled due to the local high schools closing down due to the virus.**

While much of the plans and progress in recruiting all students to BRTC was drastically altered in the spring of 2020, the BRTC recruitment team is working hard to recruit students in a virtual environment until a time when restrictions on in-person visits are lifted and things begin to return to normal.

### **Faculty and Staff**

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

The continued training provided to faculty and staff via the following methods helps provide for this atmosphere in the workplace:

- several yearly trainings for the Human Resources Staff,
- annual training for faculty and staff by the Human Resources Staff,
- biannual training for faculty and staff by the Attorney General's Office, and
- Title IX Team ongoing training.

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

Recently, the Human Resources office implemented a diversity and inclusion new hire sheet for new hires to the College.

The Human Resources office is currently working on diversity and inclusion training to hiring committees. This will be monitored by being implemented hopefully in fall of 2020 and continued to be used for all hiring committees.

- 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.

This year the Office of Recruitment plans to implement several new minority recruitment strategies in order to better understand and more effectively recruit minority students to Black River Technical College. Strategies:

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

- **Continue and expand the Marshallese Day at BRTC. The first annual Marshallese Day held in 2019 was a great success. Around 35 local Pocahontas high school Marshallese students attended the event. The event consisted of a campus tour, specialized sessions involving academic majors, admissions, and financial aid information. The day ended with the Marshallese students thanking BRTC with an unplanned traditional Marshallese cultural dance.**
- **Spotlight minority students on the BRTC social media student spotlights. These spotlights will help increase awareness of current minorities on campus and give an insight into their experience at BRTC.**
- Include your timeline, budget, and methods used to assess and monitor progress.

**The timeline for increasing the minority student population will be fall 2021. The Office of Recruitment has an annual budget of nearly \$14,000. These recruitment funds will be utilized to fund the Marshallese Day and any new in initiatives the minority recruitment panel creates. Lastly, surveys will be given to all participants of the Marshallese Day, and the minority student recruitment panels to constantly assess the effectiveness of BRTC's minority recruitment initiatives.**

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





# **MINORITY RETENTION PLAN ANNUAL REPORT**

**Academic Year**

**July 1, 2019 through June 30, 2020**

*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.



## ***2020 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 (MMAAP)  
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.

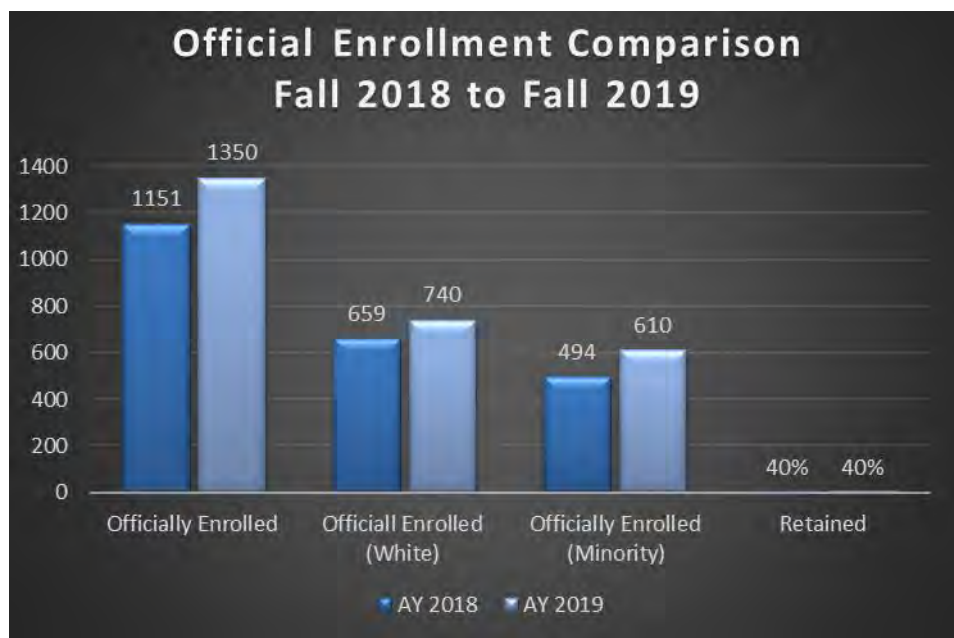
Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind.

# **EAST ARKANSAS COMMUNITY COLLEGE MINORITY RETENTION PLAN PROGRESS REPORT JULY 2019-JUNE 2020**

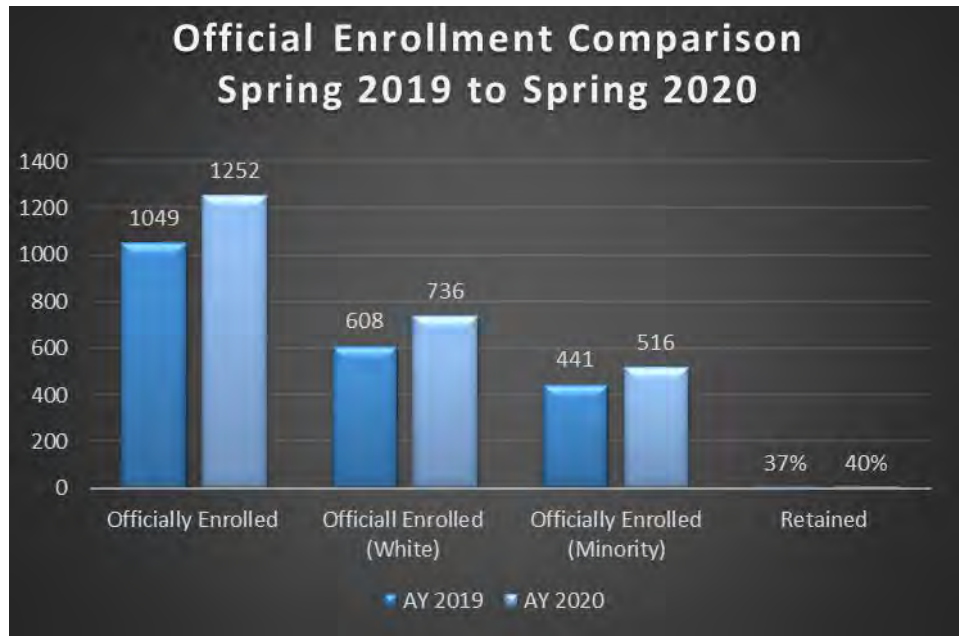
## *ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN*

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 2019 semester was one thousand thirteen hundred and fifty-one students. The total number of minority students was six hundred and ten, or forty-five percent of our enrollment. Compared to Fall 2018, enrollment increased 17%. 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-two percent of our enrollment.



The official enrollment for the Spring 2020 semester was one thousand two hundred and fifty-two students. The total number of minority students was five hundred and sixteen, or forty-one percent of our enrollment. Compared to spring 2019, enrollment increased 19%. The official enrollment for the Spring 2019 semester was one thousand forty-nine students. The total number of minority students was four hundred and forty-one students, or thirty-seven percent of our enrollment.



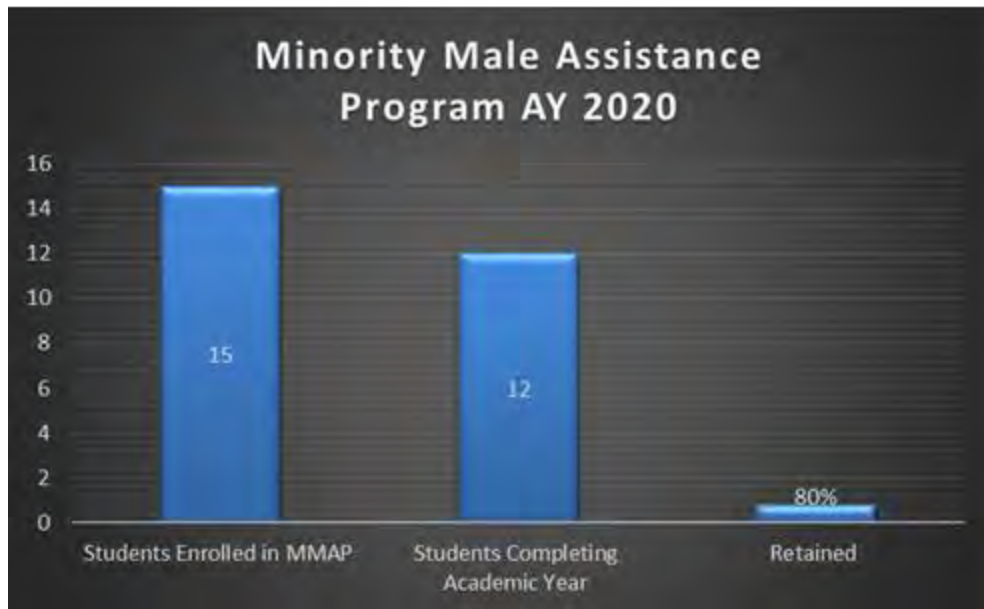
Source: EACC Registrar's Office

**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 2019-2020 academic school year, fifteen minority male students were enrolled in the Minority Male Assistance Program. Fifteen (15) students started the program and 12 completed with a retention rate of 80%.



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

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

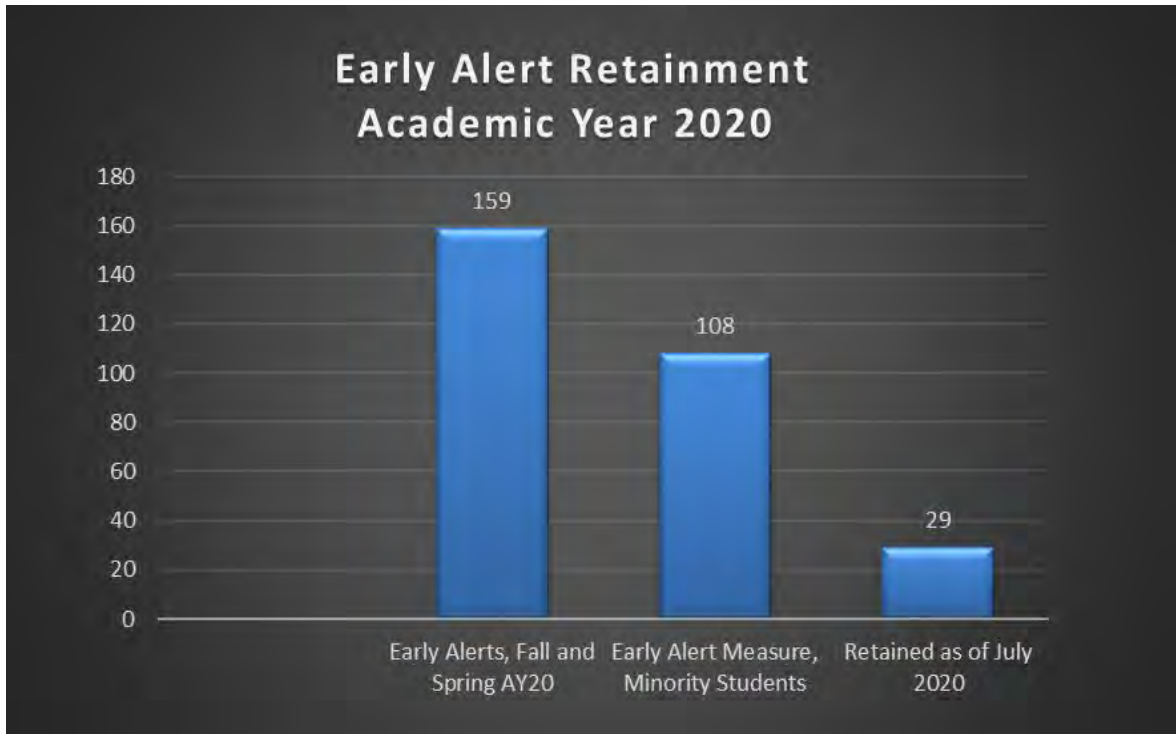
Status: The program began in August of 2017 and continued throughout the academic year. Impromptu meetings were held with members in both an individual and group setting. Ten members helped serve Thanksgiving dinner at the local food pantry. Five members distributed Toys for Tots.

**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.***

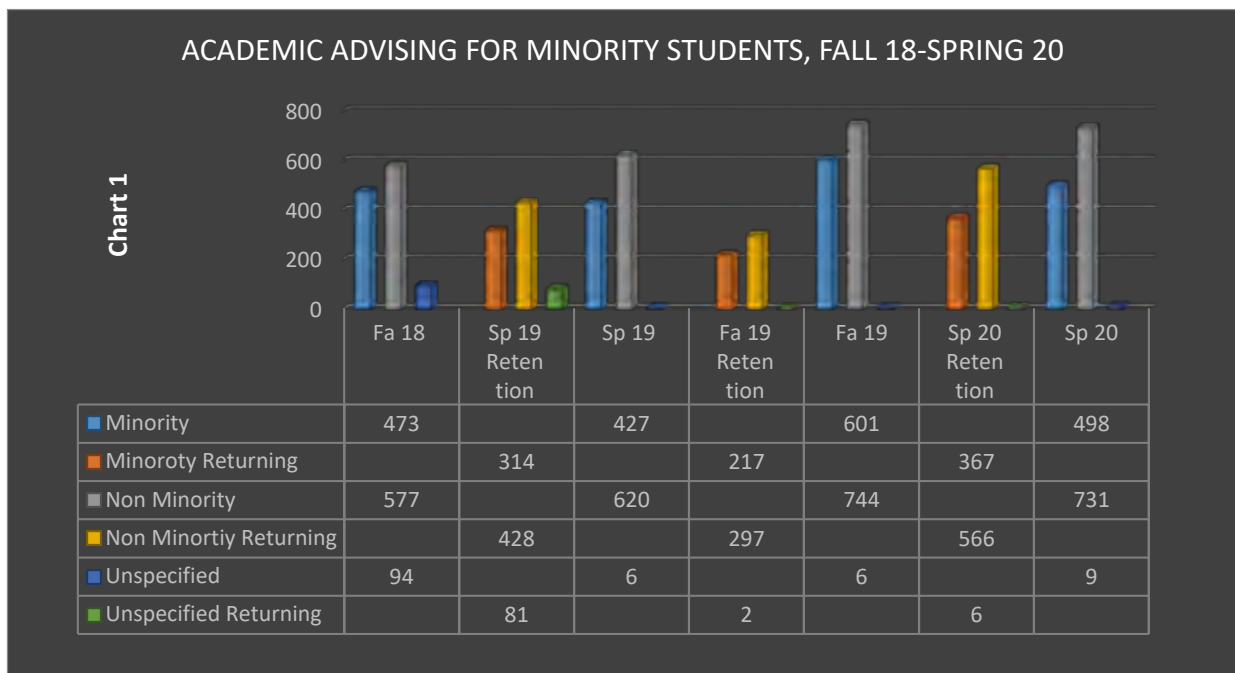
Status: In the fall and spring semesters of Academic Year (AY) 2020, there were 159 students who received early alerts for failing and/or excessive absences. Of the hundred and fifty-nine students, one hundred and eight were minorities. As of August, 29 of the 108 minority students are enrolled as of fall census date. The retention percentage is 27%. The illustrated percentage falls short of the indicated goal. It should be noted that 11 of the 108 students completed a certification. Therefore, the drop in the retention rate was expected in AY 20. We still have work to do and continued evaluation of processes and procedures are ongoing.





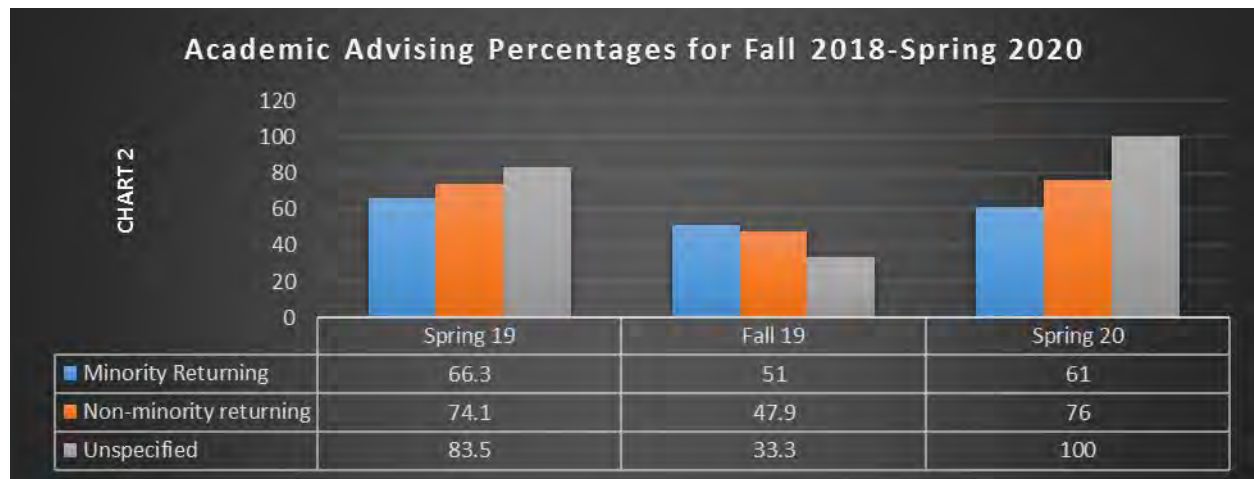
**Objective III: To strengthen academic advising for minorities.**

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



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

The data referenced in above charts illustrates the retention data starting with fall of 2018 and continuing with each subsequent semester. The snapshot illustrates how minority students compare, with non-minority and unspecified students.



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

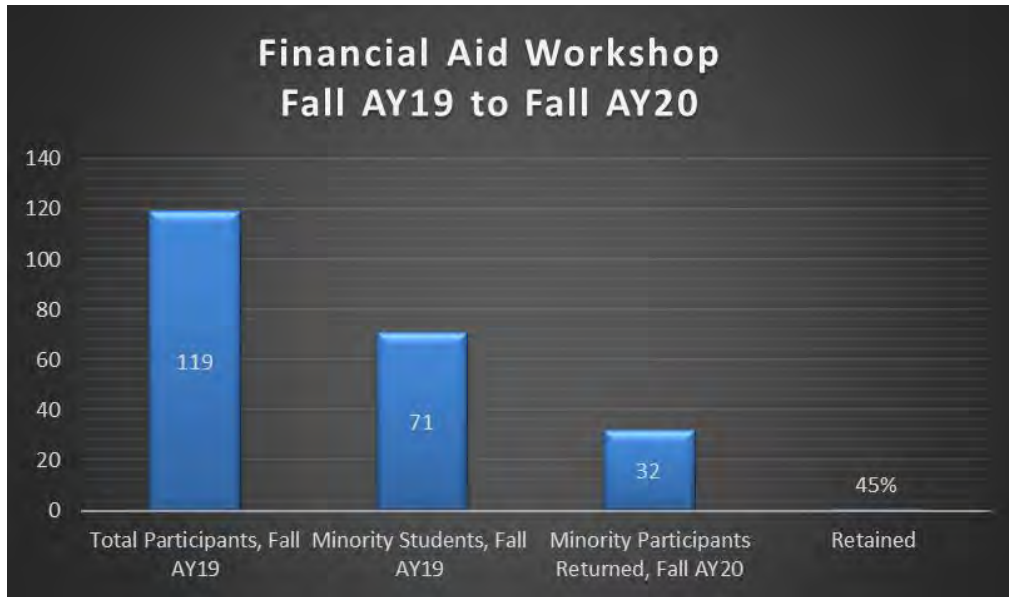
Data suggests that over a three-semester span, the retention rates for minorities who receives academic advising exceeds the 45% threshold set forth by our success indicator.

**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 2018 (AY19) semester, EACC provided seven (7) financial aid workshops. One-hundred and nineteen attended and seventy-one of those in attendance were minorities. Thirty-two of the minority students who attended financial aid workshops returned for classes in the fall 2019 (AY20) semester for a retention rate of forty-five percent (45%).

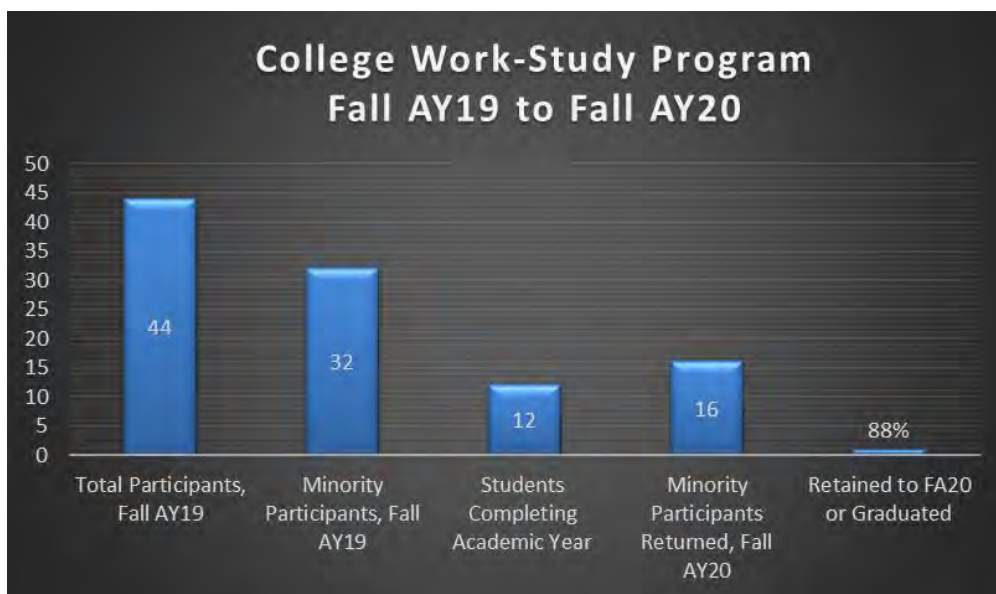


\*Note: Retention rate does not include those who have graduated or successfully transferred to a four-year institution.

#### B. COLLEGE WORK-STUDY PROGRAM

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

Status: During the fall 2018 semester, forty-four (44) students participated in the Work-Study program and thirty-two (32) of these students were minorities. Of those thirty-two (32) minority students, sixteen (16) returned for classes in the fall 2019 semester and twelve (12) students graduated for a total retention rate of eighty-eight percent (88%).

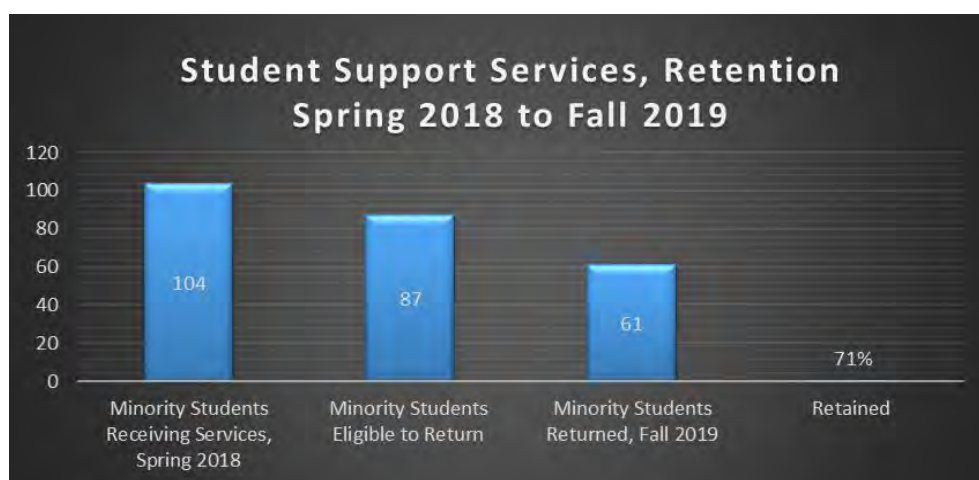


**Objective V: To retain minority participants in the Student Support Services Program.**

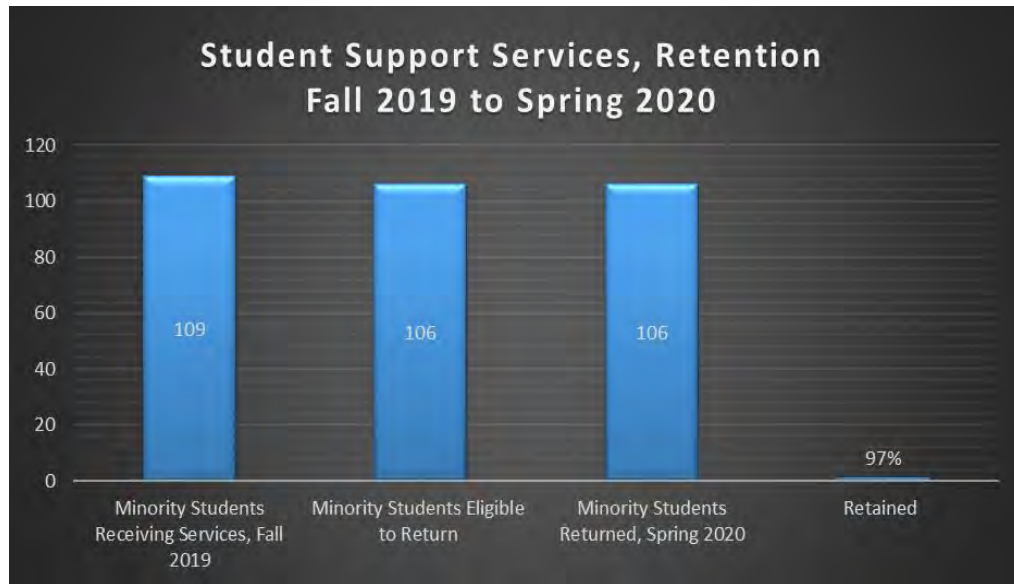
**A. TO PROVIDE SUPPORTIVE SERVICES**

***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.***

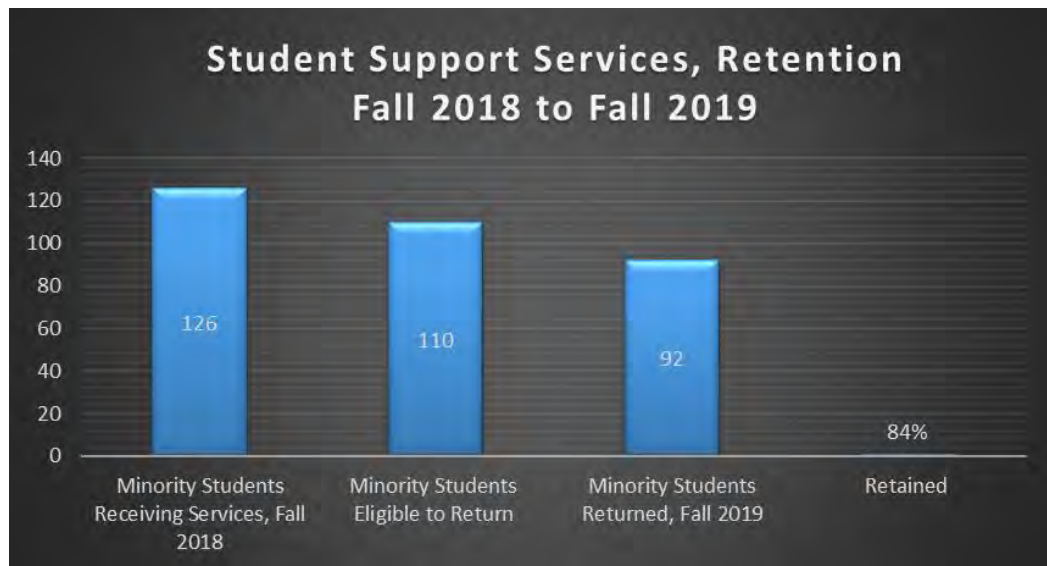
**Status** One hundred and four minority students received Student Support Services during the 2018 spring semester. Seventeen of these students graduated in May-August, 2018, leaving 87 eligible to return to EACC. In the fall of 2019, sixty-one of the eighty-seven re-enrolled for a retention rate of seventy-one percent.



One hundred and nine minority students received services through Student Support Services during the 2019 fall semester. Three of these students graduated in December 2019, leaving one hundred and six eligible to return. In spring 2020, one hundred and six of those one hundred and nine eligible to return re-enrolled for a retention rate of ninety-seven percent.



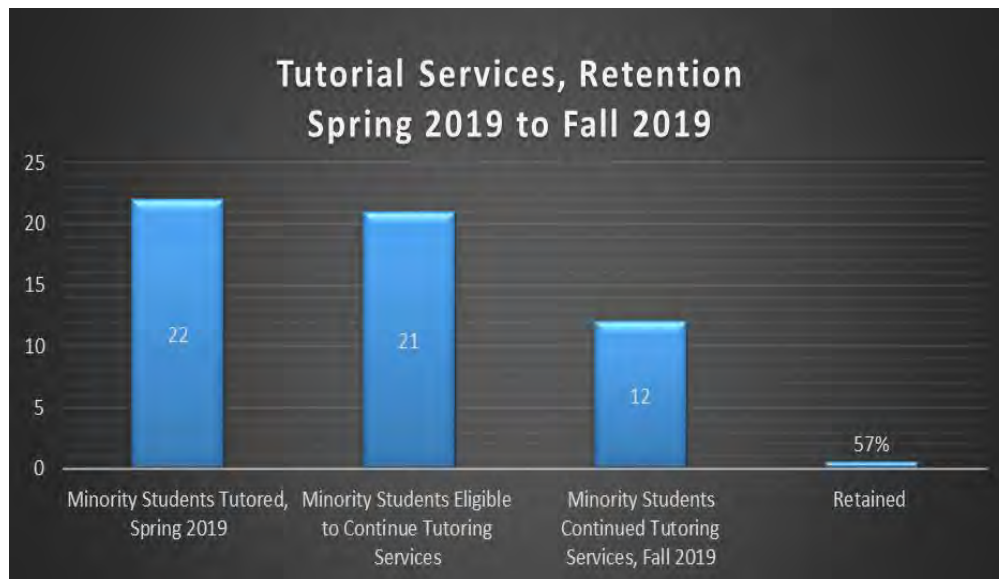
One hundred and twenty-six minority students received services through Student Support Services during the 2018 fall semester. Sixteen of these students graduated in December 2018 thru May 2019, leaving one-hundred and ten eligible to return. In Fall 2019, ninety-two of those one-hundred and ten eligible to return re-enrolled for a retention rate of eighty-four 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 (22) students were tutored during the spring 2019 semester. Twenty-one (21) of these students received a passing grade in the subject area in which they received tutoring. In the fall of 2019, twelve (12) continued to receive tutoring services. Fifty-seven percent (57%) were retained in the tutoring program.



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

**Status:** For the fiscal year 2019-2020, seven (7) minority employees were hired. Two (2) were hired into Faculty positions, one (1) into Tutorial Specialist, one (1) Student Recruiter position and three (3) classified positions. They are all currently employed. Twenty-six (26) employees terminated/retired during the 2019-2020 fiscal year; 27% were minorities, (4 termination and 3 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.

**Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2019-2020 academic year.**

<b>Number</b>	<b>Position Title</b>
5	Administrative Specialist I
2	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
2	Counselors
1	Financial Aid Specialist
1	Director of Physical Plant
5	Faculty
3	Institutional Services Assistants
1	Lab Supervisor
0	Library Support Assistant
0	Literacy Council Coordinator
3	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
0	Student Support Services
1	Director of Advising Counseling
1	Director of Nursing
1	Student Recruiter
<b>39</b>	<b>TOTAL</b>

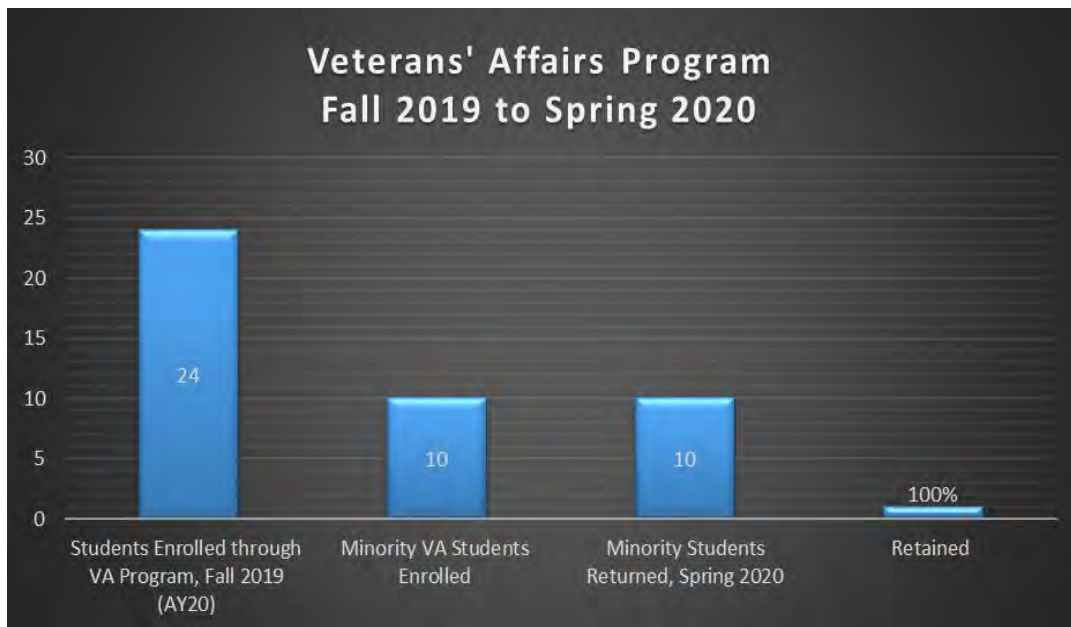
*28% of the positions at East Arkansas Community College are held by minority employees.*



**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.***

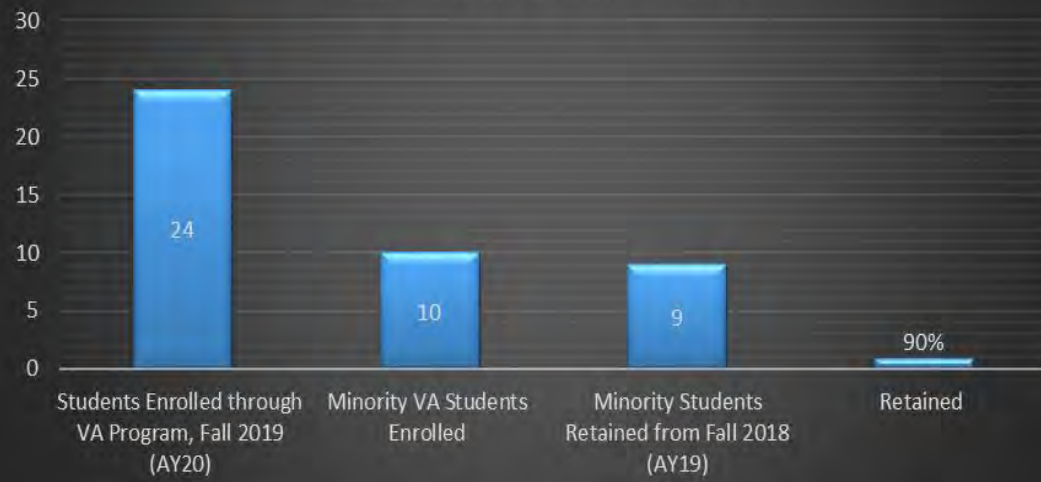
**Status:** Fall 2019, there were twenty-four students enrolled receiving Veterans' benefits. Of those, ten individuals were minority students (42%). Of the ten minority students enrolled Fall 2019, ten minority students were retained to Spring 2020 for a retention rate of 100%.



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

**Status:** During the Fall 2019 semester, there were twenty-four receiving Veterans' benefits. Of those, ten were minority students (41%). Of the ten minority students enrolled in Fall 2019, nine were retained from the Fall 2018 term. Thus, 90% (9 of 10) of minority students receiving Veterans benefits were retained.

## Veterans' Affairs Program Fall 2018 to Fall 2019

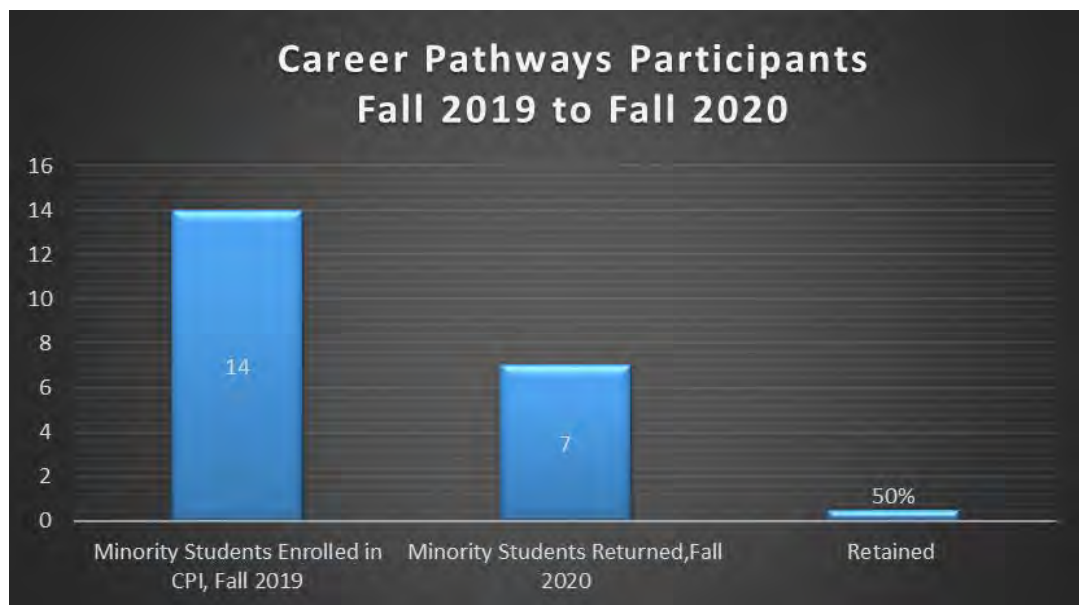


**Objective VIII. To retain minority participants in the Career Pathways Initiative.**

To provide supportive services in the following areas: Academic Advising; Career Planning; Mentoring Sessions, 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 2019 semester, fourteen new program participants were enrolled in Career Pathways and subsequently received one of more of the services delivered by the program, including but not limited to academic advising; career planning; mentoring sessions, tuition, fees, textbooks, transportation (gas vouchers), and childcare. Of the program participants, seven returned Fall 2020. Thus, 50% of CPI minority participants were retained from Fall 2019 to Fall 2020.





**2019-2020**  
**Minority Recruitment and Retention**  
**Annual Report**

## 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 2019-2020 academic year at Henderson State University was over 1,400. This number represents approximately 31% of the HSU student body. While the enrollment decreased in the African Americans and international populations, we did show a significant increase in the Asian American, Hawaiian, Hispanic and multiple race categories.

### UNDUPLICATED STUDENT ENROLLMENT (AY2020)

ETHNICITY	STUDENT ENROLLMENT	
	#	%
Caucasian	3072	67.3%
African American	815	17.9%
Not Reported	76	1.7%
American Indian	18	0.4%
Asian American	62	1.4%
Hispanic	234	5.1%
International	41	0.9%
Hawaiian	24	0.5%
2 or More Races	222	4.9%
<b>Total AY2020 Enrollment</b>	<b>4564</b>	

## Minority Staff and Faculty

During the 2019-2020 academic year, Henderson State University employed 105 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 were employed at Henderson State University in 2019-2020:

MINORITY EMPLOYEES (AY2020)	
JOB TITLE	# EMPLOYEES
Accountant I	1
Admin Specialist II ERZ	1
Admin Specialist II TS	1
Administrative Analyst	1
Administrative Specialist I	3
Administrative Specialist II	3
Administrative Specialist III	3
Assistant Coach	3
Assistant Dean Of Student Services	1
Assistant Director VUB	1
Assoc. Dean Of Student Services	2
Assoc. Professor	7
Associate Librarian	3
Associate VP For Academic Affairs	1
Asst. Director Student Sup Svc	1
Asst. Professor	14
Asst. Athletic Dir Inter. Affairs	1
Coach	2
Counselor	2
Dean Of School	1
Department Chairperson	2
Director Of Bands	1
Director Of Student Aid	2
Director Of Testing	1
Distinguished Professor	2
Education Spec/Counselor SSS	2
Education Spec/Counselor TS	1
Education Specialist Coordinator VUB	1
Financial Aid Analyst	2
Financial Aid Specialist	2
Fiscal Support Specialist	2
Innkeeper Assistant	2

Institutional Assistant	1
Instructor	2
Library Technician - Academic	2
Multimedia Specialist	1
Part-Time Faculty	5
Professor	12
Project/Program Director	1
Project/Program Manager	1
Project/Program Specialist	4
Public Safety Officer	3
Purchasing Specialist	1

## Full-time Faculty

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

### FULL-TIME FACULTY (AY2020)

ETHNICITY	FACULTY	
	#	%
Caucasian	156	79.6%
African American	12	6.1%
Not Reported	1	0.5%
American Indian	1	0.5%
Asian American	11	5.6%
Hispanic	5	2.6%
International	2	1.0%
2 or More Races	8	4.1%
<b>Total AY2020 Full-time Faculty</b>	<b>196</b>	

## Part-time Faculty and Adjuncts

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

### PART-TIME FACULTY/ADJUNCTS (AY2020)

ETHNICITY	FACULTY/ADJUNCTS	
	#	%
Caucasian	42	89.4%
African American	2	4.3%
Asian American	1	2.1%
Hispanic	1	2.1%
International	1	2.1%
<b>Total AY2020 Part-time Faculty and Adjuncts</b>	<b>47</b>	

## Full-Time Faculty & Staff

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

### FULL-TIME FACULTY AND STAFF (AY2020)

ETHNICITY	FACULTY	
	#	%
Caucasian	359	78.6%
African American	51	11.2%
Not Reported	2	0.4%
American Indian	1	0.2%
Asian American	12	2.6%
Hispanic	9	2.0%
International	9	2.0%
2 or More Races	14	3.1%
<b>Total AY2020 Full-time Faculty and Staff</b>	<b>457</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 2019-2020:

### NEW MINORITY EMPLOYEES (AY2020)

JOB TITLE	# EMPLOYEES
Administrative Specialist I	1
Asst. Professor	2
Director Of Student Aid	1
Education Specialist Coordinator VUB	1
Financial Aid Specialist	1
Part-Time Faculty	5
Project/Program Specialist	1
Public Safety Officer	1

## Institutional Goals and Objectives

Henderson State University is committed to building a culture at Henderson in which all students, faculty, and staff feel supported, respected, and valued.

The university is in the process of creating a Diversity and Inclusion Task Force to develop Henderson's framework for diversity and inclusion for our campus community.



## Action and Elements

The Henderson State University Diversity and Inclusion Task Force will be charged as follows:

- Advise the university's leadership and Shared Government Committee on the establishment of a standing university-wide standing committee on Diversity and Inclusion, including the committee's charge and the appropriate personnel for the committee. The proposed Committee on Diversity and Inclusion will report to the president/chancellor.
- Develop next steps and an operational plan for the university to support students, faculty, and staff of color.
- Serve as the point of contact for students and employees to report incidents or to express concerns related to discrimination based on a person's race, national origin, or religion or lack of religious belief. The Task Force shall communicate any concerns to the president/chancellor, who shall work with the Task Force to determine appropriate action in response.
- Plan and create opportunities for campus dialogue on issues related to diversity and inclusion.
- Provide advice on the appropriate title and position description for the university's diversity and inclusion officer.
- Provide advice on the appropriate name for the proposed Committee on Diversity and Inclusion.

In addition to Task Force volunteers, we will recruit one faculty member to lead this initiative until such time that the university's financial situation improves and we can hire a full-time diversity and inclusion officer. The Task Force Coordinator will receive a half-time course release to ensure that this important work moves forward.

Task Force members will include students, faculty from each college, faculty of each rank, staff from each area of the university, representatives from Finance and Administration, Student Affairs, University Advancement, and Department of Athletics.

## Results for 2019-2020

The following activities/events were conducted during the 2019-2020 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.

### DIVERSITY ACTIVITIES/EVENTS (AY2020)

EVENT	DATE - SPRING 2020
Meet and Fiesta	August 27
Diversity Mixer	September 03
Hispanic Heritage Month: Latin Art project	September 16
Hispanic Heritage Month: Kick Off	September 17
Hispanic Heritage Month: TPR in Spanish	September 17
Hispanic Heritage Month: T-shirt giveaway	September 19
Hispanic Heritage Month: SAB Salsa Night	September 23
Hispanic Heritage Month: Lets TACO about it	September 24
Hispanic Heritage Month: SAB Movie Night - Coco	September 26
Hispanic Heritage Month: Teach English in Spain	September 26
My Culture is Not a Costume social media campaign	October 01
Hispanic Heritage Month: Loteria	October 08
Hispanic Heritage Month: Kahoot Trivia night	October 15
Hispanic Heritage Month: Hispanic inspired color books for adults	October 15

International Education Week: Study Abroad photo contest	November 18
International Education Week: Chopstick competition	November 20
International Education Week: Global college and university fair	November 20
International Education Week: Phrasebook	November 20
International Education Week: Passport Fair	November 21
International Education Week: International faculty highlight	November 22
MLK JR Community Banquet	January 20
Diversity mixer	January 30
Black History Month: When they see us	February 3
Black History Month: Kick Off	February 3
Black History Month: When they see us	February 3
Black History Month: BHM Informational Table	February 6
Black History Month: Motown vs QC Karaoke	February 6
Black History Month: When they see us	February 10
Black History Month: SAB Women Got Talent	February 11
Black History Month: T-shirt giveaway	February 12
Black History Month: BHM Trivia contest	February 13
Black History Month: SAB Black love billboard	February 14
Black History Month: Peace Walk	February 18
Black History Month: Poetry Slam	February 18
Black History Month: Black card revoked	February 20
Black History Month: Sodexo soul food lunch	February 27
Black History Month: BHM Open panel discussion	February 27

***Due to the COVID-19 pandemic all in person, on campus activities/events ceased in March 2020.***

## **Budget**

The responsibility for the university's minority recruitment and retention efforts is shared by all university employees. Office of the President, University Admissions, Human Resources, Alumni and Student Affairs all conduct activities and direct components of the university's efforts to recruit and retain minority students, faculty, and staff. Those activities are accounted for in those unit's budgets and expenditures. There currently is no separate budget for these activities.

The university will recruit one faculty member to coordinate the university's efforts and to lead the diversity and inclusion initiative until such time that the university's financial situation improves and we can hire a full-time diversity and inclusion officer. The Task Force Coordinator will receive a half-time course release to ensure that this important work moves forward.

# NATIONAL PARK COLLEGE ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT



2019-2020



Institutional goals and objectives related to the recruitment and retention of minority students:

### **Goals**

The College's 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**

One of the College's 2019-2020 High Priority Objectives is to improve the persistence and completion rates of underserved students to 22% that complete within three years. Underserved students are those who are minority (Black or Hispanic), enrolled in at least one developmental education course, and are eligible to receive Title IV funds.

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 partner to host events to provide the campus with a better knowledge of and appreciation for diverse cultures and heritages.

NPC welcomed Steven Scissortail Morales of the Cherokee and Sioux Nation, and Roger Phelan of the Cherokee Nation, in November for a Native American Heritage Celebration. Morales and Phelan brought artifacts such as weapons, hand-woven baskets, garments, jewelry, and music to share with attendees. Morales performed songs in Cherokee and Sioux languages, played the flute and drummed while Phelan described artifacts on display. Phelan presented the Cherokee flag and explained the meaning of each image and color represented on the flag. Morales and Phelan give presentations to raise awareness of America's first inhabitants and the ways they lived in the past and how they live today.

The campus celebrated Black History Month in February by hosting Elmer Beard, author, poet and lifetime member of the local chapter of the National Association for the Advancement of Colored People, to share excerpts from his collection *Let Reason Roll: Race, Religion and Reflections*. The Hot Springs Dance Troupe also performed their piece, *Equity Walk*, a dance developed from the dancers themselves that represent things that have held the dancers back or pushed them forward in life. From this, the students created movements and dance instructor Amy Bramlett Turner facilitated choreography. Bramlett described the dance as a message that people are all on a different journey, at a different point in their lives, but maybe they are going through the same thing as somebody else and just don't realize it.

NPC welcomed former Negro League baseball player Dennis Biddle to campus in February. Born in Magnolia, Arkansas, Biddle currently lives in Milwaukee, Wisconsin, where he retired after 20 plus years as a social worker. Biddle played in the Negro League from 1953-54 with the Chicago American Giants. He went on to sign a contract with the Major League Baseball team, the Chicago Cubs. He was the youngest player to play in the Negro League at age 17. Due to an ankle injury, Biddle's career was cut short. He later attended college and started a career in social work. Biddle also has a traveling exhibit, The Yesterday's Negro League Baseball Players, was displayed on campus for two weeks. The exhibit explores the rich and colorful history of the league through artifacts, portraits and memorabilia. Biddle is a voice for the lost memories of the forgotten players through public speaking and the traveling exhibit.

NPC recognized International Women's Day in March with a Women of Distinction panel discussion, a scholarship award, and a Walk a Mile in Her Shoes march. This annual celebration commemorates the movement for women's rights and include ad 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, as well as promotes the achievements of the many women who have paved the way for female students, faculty, and staff members. Lenora Erickson, Stephanie Rose and Kristy Carter, all NPC alumnae, spoke about their successes and setbacks and how they overcame barriers.

The College hosted a celebration in observance of Dia de los Muertos in November. Guest speaker, Erin Holliday, Executive Director of Hot Springs' Emergent Arts, explained that the holiday is much closer to our Memorial Day than Halloween. It looks more like Halloween because skeletons and skulls are used, but it is about memorializing people who have passed and honoring those who came before us. Attendees learned that Dia de los Muertos is not celebrated everywhere in Mexico or Latin America, but is prominent in Mexico City, Oaxaca, and Jalisco, and certain mountainous areas. Sometimes it is celebrated for weeks. In some areas, it is more of a casual moment to remember those who have come before. Holliday shared that she thinks it is an incredibly healthy way to look at death and loss, because it is about remembering people all year round, but specifically on those days, and celebrating them.

## **Campus resources that aid in student persistence and completion**

### **Student Services**

The college administers federally funded programs providing academic and support services for minority college students, first generation college students, low-income college students, non-traditional college students, and students with disabilities.

### **Student Support Services (SSS)**

SSS, a TRIO Program, provides services and programs to first generation, low income, and/or disabled students at NPC to increase their persistence in higher education, their GPAs, their graduation rates, and their transfer-after-degree rates. These services and programs include intrusive academic advising, comprehensive transfer assistance, academic and disability support, financial literacy training, and academic tutoring/coaching.

### **Career Pathways**

Career Pathways is a grant program that provides participants with academic advising, mentoring, financial assistance (gas cards, lap top computers, supplies, and childcare vouchers), and career advising. The goals of this program include student success, but also career and workforce placement.

The NPC Enrollment Services Center is staffed with master's degree-level professionals who provide academic and personal advising to NPC's minority students. This advising includes assistance with admissions, enrollment, degree audits, the Early Alert program, mentoring, course placement and testing, and career services. NPC's rising rates of retention and persistence align with its emphasis on early intervention through mandatory Orientation, D2L training, and College Seminar curriculum (mandatory for many first time, full-time, non-technical degree seeking students). These efforts are focused on increasing retention, persistence, and graduation rates.

### **Adult Education**

The Adult Education Center offers a wide range of classes that are available to any adult over the age of 18. 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 933 students served, 38% consists of minority students.

## **Financial Aid specifically for minority students**

Most of the scholarships awarded by National Park College are open for all students to apply. However, there are scholarships that are available to minority students are the Hovey Henderson Institutional Scholarship, Doris and Bob Hawthorne Scholarship, Kristy Carter Scholarship, AAUW Scholarship, and the Junius M. & Peggy J. Stevenson Scholarship. In all, \$16,000 in scholarships are available for minority students each year.

Institutional goals and objectives related to the recruitment and retention of minority employees:

### **Goals**

The College's Diversity initiative in its 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.

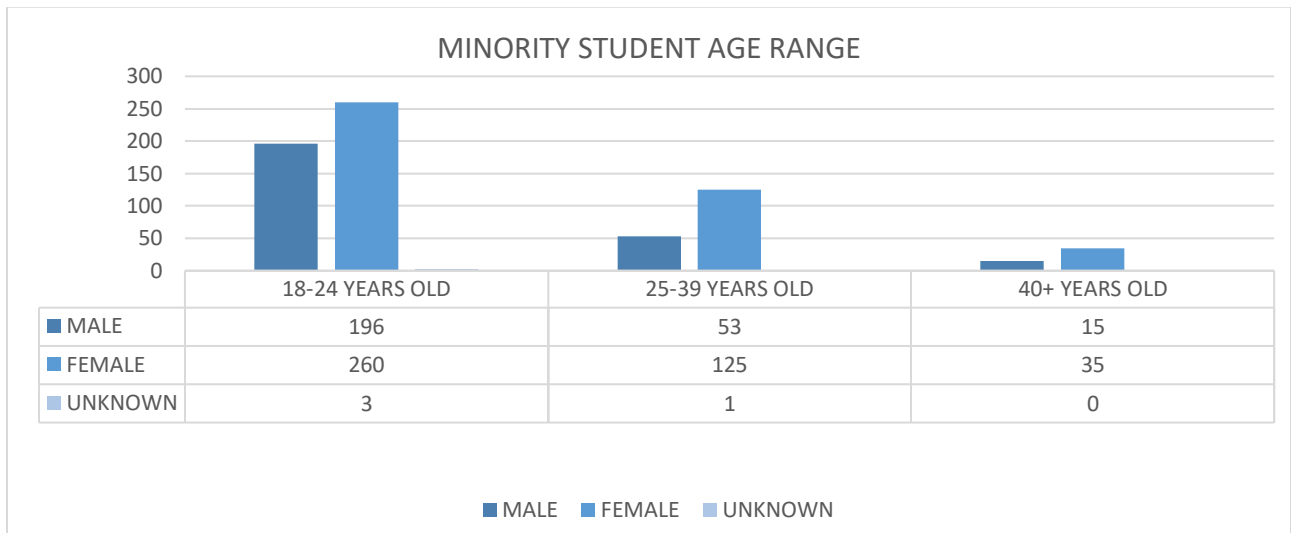
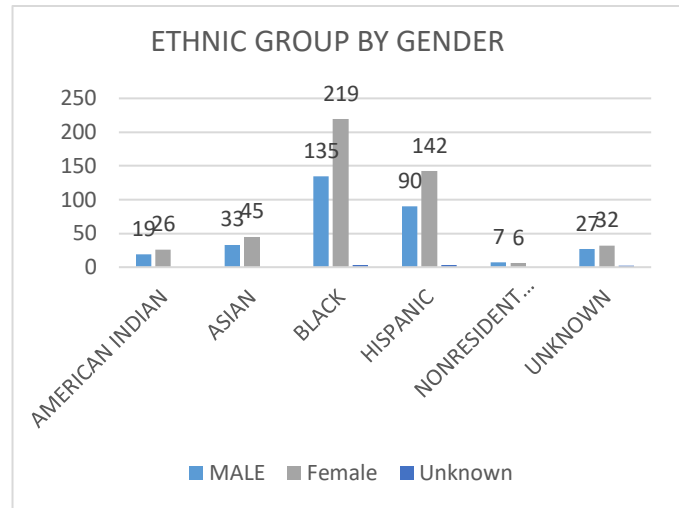
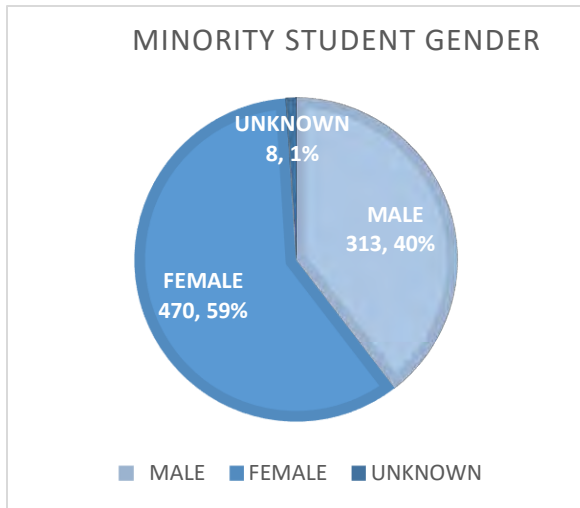
### **Activities**

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.

Through the Quality Pay Initiative, there was no pay gap between male and female faculty members for the fourth year in a row. NPC assists international faculty members with transitioning so they can teach on campus and share new cultures with students.

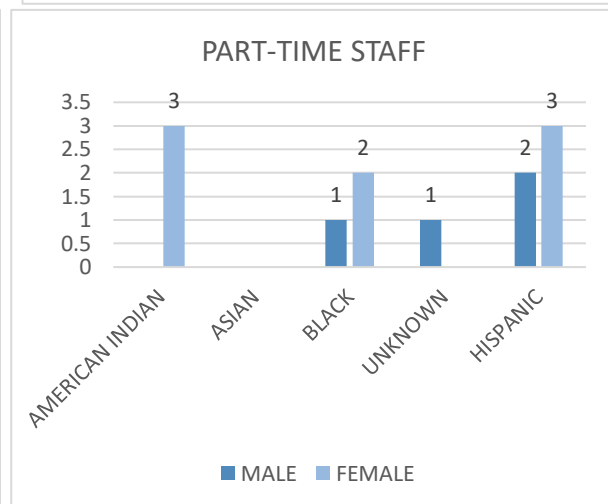
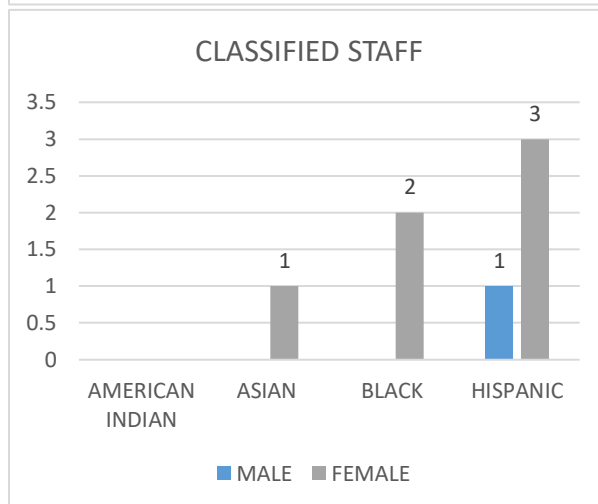
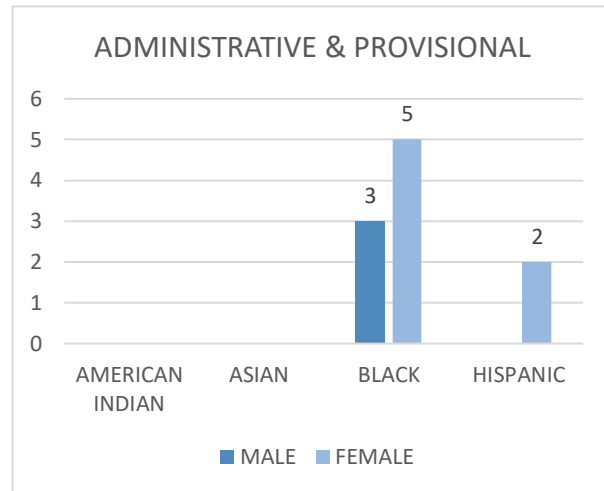
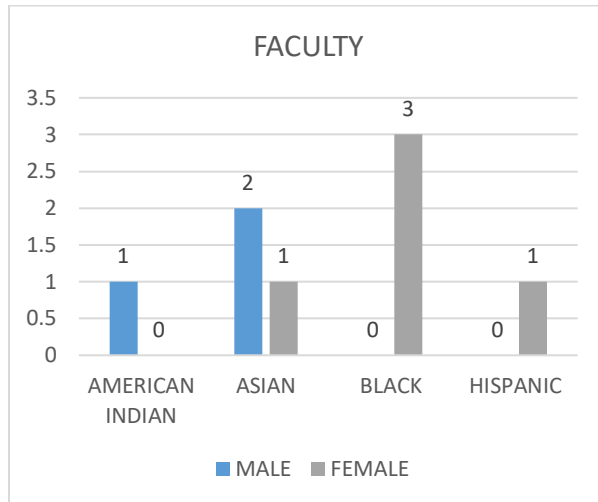
A key element of the college's strategic plan is focused on improving cultural awareness on campus and actively recruiting employees from diverse communities. Such efforts can only improve the college experience by encouraging a diverse learning environment for students.

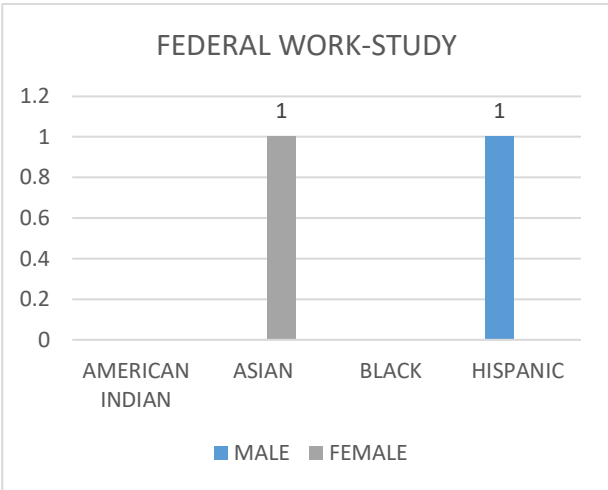
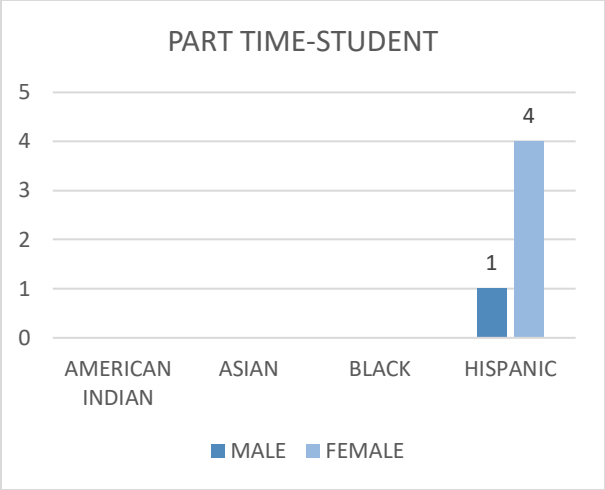
## MINORITY STUDENT DEMOGRAPHICS





## MINORITY FACULTY/STAFF DEMOGRAPHICS







## **Minority Recruitment and Retention Report**



**North Arkansas College**

**2019-2020**

# Minority Recruitment and Retention Report 2019 - 2020



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.

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

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

	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Nonresident alien	2	0.1%	1	0.1%	4	0.2%	5	0.3%
White	1668	88.4%	1577	86.6%	1523	84.1%	1408	84.0%
Race and ethnicity Unknown	0	0.0%	23	1.3%	17	0.9%	4	0.2%
Minority	216	11.5%	220	12.1%	268	14.8%	259	15.5%
<b>Total</b>	<b>1886</b>		<b>1821</b>		<b>1812</b>		<b>1676</b>	

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

As indicated above the Fall 2019 Minority enrollment steadily and sustainably increased by 4% since Fall of 2016

The number of international student population has again increased by .1% from Fall 2018 to Fall 2019. This is a continued annual trend from Fall 2017 to present.

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

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

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

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

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

	Employees during FY 2019-2020	Current Employees - June 2020	New Employees for FY 2019-2020
Dean Health Professions	1	1	1
Operations Coordinator-Berryville	1	1	
Academic Advisor	1	1	1
Agriculture Facilities Coordinator	1	1	1
Dir Community & Continuing Ed	1	1	
Faculty	5	4	
Dir Student Success	1	1	
Institutional Services Asst.		1	1
Administrative Assistant	2	2	
Family Support Worker	1	1	
Data Analyst	1		
<b>Full-time Total</b>	<b>15</b>	<b>14</b>	<b>4</b>
Extra Help	5	10	7
Adjunct Faculty	4	2	1
<b>Part-time Total</b>	<b>9</b>	<b>12</b>	<b>8</b>

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

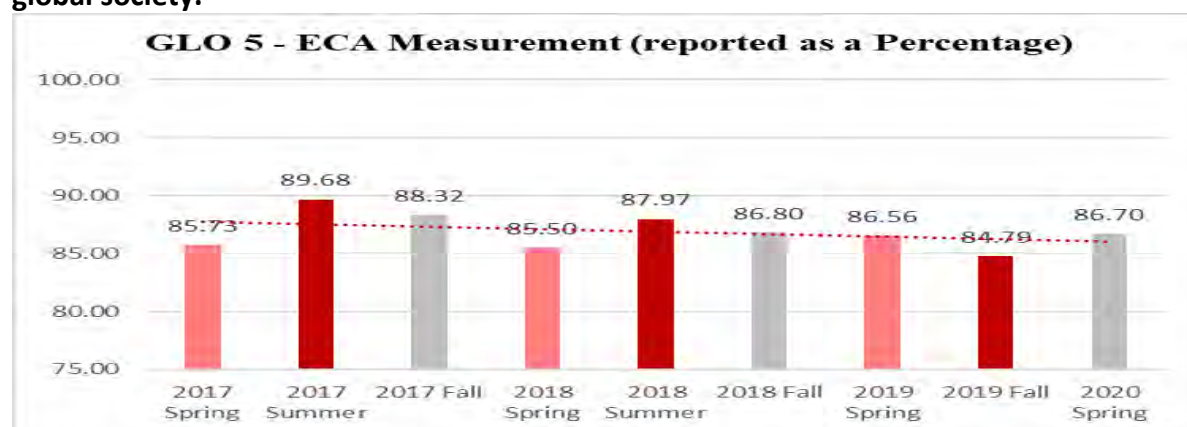
<b>Full-time Faculty</b>	Employees during FY 2019-2020	Current Employees- June 2020	New Employees for FY 2019-2020
Hispanic or Latino	2	2	0
Two or more races	3	2	0

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

North Arkansas College started the process of addressing the direction and next era of our Strategic plan. However, due to the onset of the Coronavirus 19 (Covid-19) pandemic restrictions and access to key stakeholders in the community were temporarily compromised. Northark, strategically has extended the current strategic plan and continued to work with the objectives of the current Strategic Plan, entitled “Northark’s Vision 2020”. In that plan, Strategic Objective 2.3 states “Enhance Diverse experiences/Enhance experience with diversity.” Some action steps are included below that address this objective.

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

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



*Fall 2017 to 2018 – decreased by 1.52%; Spring 2018 to 2019 - Increase of 1.06%; however, the three-year trend of Spring 2017 to Spring 2020 demonstrates an increase of .97%*

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

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

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

	Cohort Year				
	2011	2012	2013	2014	2015
<b>All Students (Total)</b>	<b>23%</b>	<b>23%</b>	<b>29%</b>	<b>33%</b>	<b>31%</b>
<b>Male</b>	<b>25%</b>	<b>23%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>
<b>Female</b>	<b>20%</b>	<b>24%</b>	<b>34%</b>	<b>36%</b>	<b>32%</b>
<b>White</b>	<b>22%</b>	<b>24%</b>	<b>31%</b>	<b>33%</b>	<b>32%</b>
<b>Minority</b>	<b>26%</b>	<b>7%</b>	<b>15%</b>	<b>33%</b>	<b>22%</b>
<b>Pell Grant Recipient</b>			<b>27%</b>	<b>34%</b>	<b>29%</b>

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

	Cohort Year				
	2011	2012	2013	2014	2015
<b>All Students (Total)</b>	<b>60%</b>	<b>53%</b>	<b>1%</b>	<b>57%</b>	<b>54%</b>
<b>Male</b>	<b>59%</b>	<b>52%</b>	<b>54%</b>	<b>56%</b>	<b>55%</b>
<b>Female</b>	<b>62%</b>	<b>54%</b>	<b>65%</b>	<b>59%</b>	<b>53%</b>
<b>White</b>	<b>60%</b>	<b>53%</b>	<b>62%</b>	<b>56%</b>	<b>55%</b>
<b>Minority</b>	<b>65%</b>	<b>54%</b>	<b>35%</b>	<b>65%</b>	<b>28%</b>
<b>Pell Grant Recipient</b>			<b>73%</b>	<b>54%</b>	<b>34%</b>

*Increase in graduation rate for Cohort 2013 to 2014 by 18% in minority population. Increase in persistence rate for Cohort 2013 to 2014 by 30%. A decrease in graduation rate for Cohort 2014 to 2015 by 11%. A decrease in persistence rate of for Cohort 2014 and 2015 by 37%. It should be noted that the Cohort 2014 and 2015 existed of a small sample size of only 46 students.*

**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' 19-20 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.

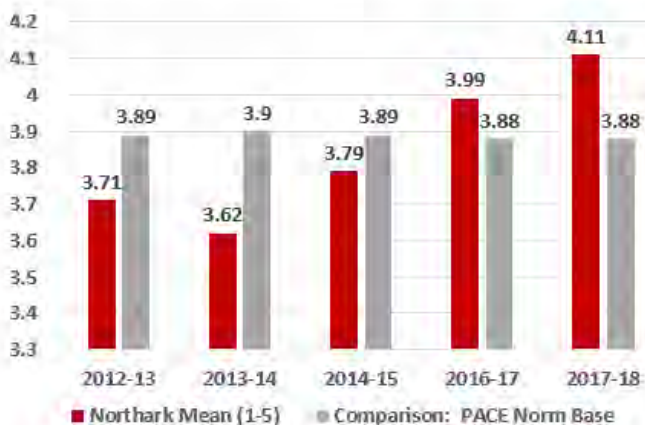
Due to the Covid-19 pandemic, the PACE survey was not administered this year due the non-typical operational obstacles we were working with. Focus was dedicated to helping the students complete the semester and all routine activities that were non-critical to achieving the student success were temporarily suspended. For completeness I have included the statement from last year identifying actions we will continue to take and enhance once the new normal is defined and initiated.

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		
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:

- Zoom technology access to advising and other student services from Carroll County Center – track the number of Skype sessions

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

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

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

**Southern Arkansas University Tech**

**Minority Recruitment and Retention Annual Report**

**June 30, 2020**

## Southern Arkansas University Tech Minority Recruitment and Retention Annual Report -- 2020

### Number of minority students who currently attend the institution.

In the fall 2019 semester there were 452 minority students attending SAU Tech. The total fall 2019 headcount was 1102. The table details the fall 2019 enrollment by race/ethnicity categories. (*Plan Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.*)

	Headcount Enrollment									
	Fall 2019		Fall 2018		Fall 2017		Fall 2016		Fall 2015	
American Indian/Alaska Native	3	0.27%	1	0.09%	3	0.30%	5	0.64%	6	0.36%
Asian/Pacific Islander	3	0.27%	4	0.37%	4	0.40%	3	0.38%	10	0.61%
Black (Non-Hispanic)	394	35.75%	371	34.29%	344	34.06%	258	33.08%	599	36.30%
Hispanic	52	4.72%	49	4.53%	30	2.97%	22	2.82%	56	3.40%
Native Hawaiian/Other Pacific Islander	0	0.00%	0	0.00%	0	0.00%	1	0.13%	0	0.00%
Unknown & Non-Resident Alien	4	0.36	19	1.76%	6	0.59%	11	1.41%	4	0.24%
White	550	49.91%	566	52.31%	573	56.73%	463	59.36%	930	56.36%
Two or More Races	96	8.71%	72	6.65%	50	4.95%	17	2.18%	45	2.73%
<b>Total</b>	<b>1102</b>	<b>100.00</b>	<b>1082</b>	<b>100.00%</b>	<b>1010</b>	<b>100.00%</b>	<b>780</b>	<b>100.00%</b>	<b>1650</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 2019 semester.

<b>Southern Arkansas University Tech Faculty/Staff Fall 2019</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	1	4	0	0	0	0	34	0	<b>39</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	9	0	0	0	0	4	0	<b>13</b>
Management	0	7	0	0	0	0	8	0	<b>15</b>
Business & Finance Ops	0	0	0	0	0	0	3	0	<b>3</b>
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	<b>5</b>
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	3	0	<b>4</b>
Service	0	3	0	0	1	0	6	0	<b>10</b>
Office & Administrative Support	0	10	0	0	0	0	7	0	<b>17</b>
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	<b>5</b>
Production, Transportation, & Material Moving	0	0	0	0	0	0		0	<b>0</b>
<b>GRAND TOTAL</b>	<b>1</b>	<b>37</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>74</b>	<b>0</b>	<b>113</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2018 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2018										
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Two or more races	Unknown	TOTAL
Full-Time Faculty	0	2	0	0	0	0	32	0	0	<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.

<b>Southern Arkansas University Tech Faculty/Staff Fall 2015</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	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 of minority, by minority group, full-time faculty who currently work for the institution.**

In the fall 2019 semester, there were **five (5)** full-time minority faculty. The fall 2019 total full-time faculty was **39**. The table details full-time faculty by minority group. (*Plan Indicator to Determine Success #5 – Comparison of faculty subpopulations each fall.*)

	<b>Southern Arkansas University Tech Full-Time Faculty</b>									
<b>Race</b>	<b>Fall 2019</b>		<b>Fall 2018</b>		<b>Fall 2017</b>		<b>Fall 2016</b>		<b>Fall 2015</b>	
Non-Resident Alien	1	3%	0	0%	0	0%	0	0%	0	0%
Black Non-Hispanic	4	10%	2	6%	0	0%	0	0%	0	0%
American Indian/Alaskan Native	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%
White, Non-Hispanic	34	87%	32	94%	35	100%	29	100%	28	100%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0
<b>Total</b>	<b>39</b>	<b>100%</b>	<b>34</b>	<b>100.00%</b>	<b>35</b>	<b>100.00%</b>	<b>29</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

Source: IPEDS Human Resources Survey Component

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

In the fall 2019 semester, there were **5** minority adjuncts or part-time minority faculty. The fall 2019 total part-time or adjunct faculty was **20**. The table details part-time or adjunct faculty by minority group. (*Plan Indicator to Determine Success #5 – Comparison of faculty subpopulations each fall.*)

	<b>Southern Arkansas University Tech Part-Time Faculty</b>									
<b>Race</b>	<b>Fall 2019</b>		<b>Fall 2018</b>		<b>Fall 2017</b>		<b>Fall 2016</b>		<b>Fall 2015</b>	
Non-Resident Alien	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black Non-Hispanic	4	20.0%	6	19.4%	8	28.6	0	0.0%	1	5.6%
American Indian/Alaskan Native	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian/Pacific Islander	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic	1	5.0%	1	3.2%	1	3.6%	1	5.6%	1	5.6%
White, Non-Hispanic	15	75.0%	24	77.4%	19	67.8%	17	94.4%	16	88.8%
Unknown	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>20</b>	<b>100.00%</b>	<b>31</b>	<b>100.00%</b>	<b>28</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>

Source: IPEDS Human Resources Survey Component

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

In the fall 2019 semester, there were 33 minority staff employed at SAU Tech. The fall 2019 staff employment for SAU Tech was 74. The table details staff by minority group. *(Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.)*

Southern Arkansas University Tech Staff Fall 2019									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	9	0	0	0	0	4	0	13
Management	0	7	0	0	0	0	8	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	4
Service	0	3	0	0	1	0	6	0	10
Office & Administrative Support	0	10	0	0	0	0	7	0	17
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	5
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	<b>0</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>40</b>	<b>0</b>	<b>74</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

In the fall 2018 semester, there were **32** minority staff employed at SAU Tech. The fall 2018 staff employment for SAU Tech was **77**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

Southern Arkansas University Tech Staff Fall 2018										
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Two or more races	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	0	1
Library Technicians	0	0	0	0	0	0	1	0	0	1
Student & Academic Affairs & Other Educational Services	0	6	0	0	0	0	8	1	0	15
Management	0	7	0	0	0	0	8	0	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	0	5
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	0	4
Service	0	5	0	0	1	0	6	0	0	12
Office & Administrative Support	0	8	0	0	0	0	7	0	0	15
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	0	5
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	0	1
<b>GRAND TOTAL</b>	<b>0</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>44</b>	<b>1</b>	<b>0</b>	<b>77</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

In the fall 2017 semester, there were **26** minority staff employed at SAU Tech. The fall 2017 staff employment for SAU Tech was **79**. The table details staff by minority group. *(Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.)*

Southern Arkansas University Tech Staff Fall 2017									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	<b>1</b>
Library Technicians	0	0	0	0	0	0	1	0	<b>1</b>
Student & Academic Affairs & Other Educational Services	0	2	0	0	0	0	10	0	<b>12</b>
Management	0	6	0	0	0	0	11	0	<b>17</b>
Business & Finance Ops	0	0	0	0	0	0	3	0	<b>3</b>
Computer, Engineering, & Science	0	2	0	0	0	0	2	0	<b>4</b>
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	<b>4</b>
Service	0	4	0	0	1	0	5	2	<b>12</b>
Office & Administrative Support	0	9	0	0	0	0	8	0	<b>17</b>
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	7	0	<b>7</b>
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	<b>1</b>
<b>GRAND TOTAL</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>51</b>	<b>2</b>	<b>79</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

In the fall 2016 semester, there were **29** minority staff employed at SAU Tech. The fall 2016 staff employment for SAU Tech was **80**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

Southern Arkansas University Tech Staff Fall 2016									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	<b>1</b>
Library Technicians	0	1	0	0	0	0	0	0	<b>1</b>
Student & Academic Affairs & Other Educational Services	0	2	0	0	0	0	9	0	<b>11</b>
Management	0	7	0	0	0	0	10	0	<b>17</b>
Business & Finance Ops	0	0	0	0	0	0	3	0	<b>3</b>
Computer, Engineering, & Science	0	3	0	0	0	0	1	0	<b>4</b>
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	2	0	<b>3</b>
Service	0	2	0	0	1	0	8	0	<b>11</b>
Office & Administrative Support	0	10	0	0	0	0	9	0	<b>19</b>
Natural Resources, Construction, & Maintenance	0	1	0	0	0	0	8	0	<b>9</b>
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	<b>1</b>
<b>GRAND TOTAL</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>51</b>	<b>0</b>	<b>80</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority 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/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	<b>1</b>
Library Technicians	0	1	0	0	0	0	0	0	<b>1</b>
Student & Academic Affairs & Other Educational Services	0	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 faculty and staff who began working at the institution in the past year.** Between November 1, 2018 and October 31, 2019 there was **ten (10)** minority faculty and staff who began working at the institution, which represents **58.8%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2018-October 31, 2019									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	3	0	0	0	0	5	0	9
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	3	0	0	0	0	0	0	3
Management	0	0	0	0	0	0	0	0	0
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	0	0	0	0	0	0	0	0
Office & Administrative Support	0	3	0	0	0	0	2	0	5
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	0
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>17</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories



**Number and position title of minority faculty and staff who began working at the institution in the past year.** Between November 1, 2017 and October 31, 2018 there were **eight (8)** minority faculty and staff who began working at the institution, which represents **50.0%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2017-October 31, 2018									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	2	0	0	0	0	3	0	5
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	3	0	0	0	0	4	0	7
Management	0	1	0	0	0	0	0	0	1
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	1	0	0	0	0	0	0	1
Office & Administrative Support	0	1	0	0	0	0	1	0	2
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	0
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>16</b>

Source: IPEDS Human Resources Survey Component using SOC Code Categories

**Number and position title of minority faculty and staff who began working at the institution in the past year.** Between November 1, 2016 and October 31, 2017 there were **four (4)** minority faculty and staff who began working at the institution, which represents **18.2%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2016-October 31, 2017									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	0	0	0	0	0	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

## Affirmative Action Report

July 1, 2019 – June 30, 2020

Thirty-one (31) positions were advertised and twenty-seven (27) employees were hired to fill the positions for July 1, 2019 to June 31, 2020. The positions were advertised through the following:

Camden News  
Magnolia Banner News  
El Dorado Times  
AR Democrat- Gazette  
Fordyce Advocate

Arkansas Press Assoc. (50 publications)  
SAU Tech website  
HigherEdJobs.com  
arkansasjobs.net  
Social Media (Facebook, LinkedIn, Twitter)

The applicants who completed the Equal Employment Data form submitted information for the following data.

Two hundred forty (240) applications were submitted and reviewed for the filled positions. Sixty-nine (69) 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	4	17	19	<b>40</b>
Black	8	5	13	<b>26</b>
Asian	1	0	0	<b>1</b>
No Response	0	0	2	<b>2</b>
Male	7	6	10	<b>23</b>
Female	6	16	24	<b>46</b>

The interview committees made their selection to hire the candidates based on qualifications, presentations, knowledge of area, and experience. Of the candidates interviewed, those who hired are:

	<b>Administrator</b>	<b>Faculty</b>	<b>Classified</b>	<b>Total</b>
White	2	9	5	<b>16</b>
Black	3	2	6	<b>11</b>
Asian	0	0	0	<b>0</b>
Male	3	4	4	<b>11</b>
Female	2	7	7	<b>16</b>

\*NOTE: The positions not filled as of June 30, 2020 are: three (3) administrative positions, three (3) faculty positions, and one (1) classified position.

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 **34.43%** for the total completions for 2019-2020. This is an increase by 5.46% of minority completions than last year. Also, minorities represent 39.27% total headcount enrollment for 2019-2020.

In the fall semester 2019, the full time faculty consisted of 12.82% minorities, adjunct or part time faculty consisted of 25.0% minorities, and the staff consisted of 44.59% minorities.

*Plan Indicator to Determine Success # 4 – Comparison of completion rates each spring.*

Race	Graduated Student File by Race/Ethnicity									
	2019-2020		2018-2019		2017-2018		2016-2017		2015-2016	
American Indian/Alaska Native	5	0.69%	2	0.28%	6	0.96%	9	1.25%	9	1.73%
Asian/Pacific Islander	3	0.41%	5	0.70%	1	0.16%	2	0.28%	5	0.96%
Black (Non-Hispanic)	169	23.18%	150	21.10%	124	19.78%	153	21.34%	116	22.26%
Hispanic	32	4.39%	28	3.94%	11	1.75%	18	2.51%	9	1.73%
Native Hawaiian	0	0.00%	0	0.00%	1	0.16%	0	0.00%	0	0.00%
Two or More Races	40	5.49%	19	2.67%	17	2.71%	24	3.35%	0	0.00%
Non-resident Alien	2	0.27%	2	0.28%	3	0.48%	2	0.28%	0	0.00%
Unknown	1	0.14%	0	0.00%	3	0.48%	3	0.42%	2	0.38%
White	477	65.43%	505	71.03%	461	73.52%	506	70.57%	380	72.94%
Total Graduates	729	100.00%	711	100.00%	627	100.00%	717	100.00%	521	100.00%

**NOTE:** Academic Year 2019-2020 Graduated Student numbers are based on a file extraction from the Graduate File in our SIS platform as of June 24, 2020. These numbers could change since the academic year has not yet ended and there could be additional graduates from the Summer I 2020 term.

**Strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.** The college will continue to work toward the current objectives and work to refine the methods being employed.

**Include your timeline, budget, and methods used to assess and monitor progress.** The college will continue to assess and monitor progress on an annual basis. There is not a budget specifically for minority recruitment and retention. Therefore, the budget for minority recruitment is dispersed throughout the college. All faculty and staff hiring is centralized to insure consistency in the recruitment process for all positions and this is overseen by the Vice Chancellor for Finance and Administration. The Vice Chancellor for Student Services monitors activities specifically geared toward the minority student population.

*Plan Indicator to Determine Success #2 – Review of the Fall Student Satisfaction Survey.*

Student Satisfaction Survey Data Fall 2019/Fall 2018/Fall 2017/Fall 2016/Fall 2015											
Item		Spring 2019		Fall 2018		Fall 2017		Fall 2016		Fall 2015	
Size of Classes					N/A	N/A	N/A	N/A	4.32	86.40%	
Racial Harmony					N/A	N/A	N/A	N/A	4.35	87.00%	
Overall Impression					4.50	90.00%	4.19	83.72%	4.26	85.22%	4.32
		NOTE: Ratings are based on a 5-point scale with 5 being Excellent.									
		.									

# Affirmative Action Report 2019-2020 Southern Arkansas University Tech (SAU Tech) 0115

SAU Tech has hired the following for FY 2019-20:

July 2019	Females	2	Black	2	January 2020	Females	3	Black	1
	Males	2	White	0		Males	1	White	2
August 2019	Females	2	Black	1	February 2020	Females	0	Black	0
	Males	4	White	1		Males	3	White	0
September 2019	Females	3	Black	1	March 2020	Females	0	Black	0
	Males	0	White	2		Males	0	White	0
October 2019	Females	3	Black	2	April 2020	Females	1	Black	1
	Males	0	White	1		Males	0	White	0
November 2019	Females	1	Black	1	May 2020	Females	1	Black	0
	Males	2	White	0		Males	0	White	1
December 2019	Females	0	Black	1	June 2020	Females	0	Black	0
	Males	0	White	0		Males	0	White	0
			Black	0				Black	0
			White	0				White	0

SAU Tech is an equal opportunity, affirmative action employer, and does not discriminate on the basis of race, creed, color, religion, national origin, sex, age, or handicap.

Hebbie Beasley 06.18.2020  
Agency Director/Date



# **South Arkansas Community College**

## **Annual Report**

### **Minority Recruitment and Retention**

#### **2019-2020**

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 '15</b>	<b>Fall '16</b>	<b>Fall '17</b>	<b>Fall '18</b>	<b>Fall '19</b>	<b>1-year change</b>	<b>5-year change</b>
<b>African American Females</b>	27.8%	23.8%	25.3%	26.4%	26.4%	0.0%	-1.4%
<b>African American Males</b>	7.8%	8.2%	7.0%	7.2%	7.6%	0.4%	-0.2%
<b>Caucasian Females</b>	38.2%	39.0%	37.9%	37.3%	36.7%	-0.6%	-1.5%
<b>Caucasian Males</b>	19.1%	20.0%	19.9%	18.3%	18.9%	0.6%	-0.2%
<b>Hispanic Females</b>	4.0%	3.3%	2.8%	3.45%	3.4%	-0.1%	-0.6%
<b>Hispanic Males</b>	1.6%	2.2%	1.4%	2.2%	2.2%	0.0%	0.6%
<b>Other Females</b>	0.3%	0.8%	3.9%	3.3%	2.8%	-0.5%	2.5%
<b>Other Males</b>	0.1%	0.3%	1.5%	1.8%	1.9%	0.1%	1.8%
	<b>1,560</b>	<b>1,535</b>	<b>1,481</b>	<b>1,472</b>	<b>1,443</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, 2019 – 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	9	5	25.5%
<b>Faculty full-time</b>	49	3	2	10.2%
<b>Faculty part-time</b>	38	2	2	10.5%
<b>Classified full-time</b>	40	15	5	50.0%
<b>Totals</b>	<b>182</b>	<b>29</b>	<b>14</b>	<b>23.6%</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 (11/1/2019 census date).**

<b>Position Classification</b>	<b>Minority Female</b>	<b>Minority Male</b>
<b>Professional Staff</b>	2	1
<b>Faculty full-time</b>	0	1
<b>Classified Staff full-time</b>	2	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. 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 2018-19, 1,636 students (unduplicated count) were enrolled. Of those students, 1130 or 69.1% had some type of financial aid. A total of 566 (50.1%) of financial aid awardees were ethnic minorities. In 2019-20, 1,573 students (unduplicated count) were enrolled. Of those students, 1097 or 69.7% had some type of financial aid. A total of 777 (70.3%) of financial aid awardees were ethnic minorities.

### 3. Special Student Populations

#### a. The Carl Perkins Program

One of the core indicators for the Carl Perkins grant is non-traditional participation, to which the Carl Perkins Advisor identifies and encourages students to consider non-traditional careers based on gender demographics in the field. Non-traditional careers are defined as careers in which the total population is comprised of 25% or less of one gender.

**Non-Traditional Program Participants – Table 4**

2019 Fall	Total Non-Traditional Participants	Total # of Participants in the CTE Programs	% Non-Traditional Participants in CTE Programs
<b>Health Sciences</b>	<b>90</b>	<b>684</b>	<b>13.2%</b>
Male	62	106	58.5%
Female	28	578	4.8%
<b>Arts &amp; Sciences</b>	<b>90</b>	<b>162</b>	<b>55.6%</b>
Male	1	51	2.0%
Female	89	111	80.2%
<b>Career Technical</b>	<b>14</b>	<b>82</b>	<b>17.1%</b>
Male	0	66	0.0%
Female	14	16	87.5%
<b>Grand Total</b>	<b>194</b>	<b>928</b>	<b>20.9%</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 2019-2020 academic year, 22 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 53 program participants for the Upward Bound project.

**Upward Bound Participants March 2018 – Table 5**

Male	Female	African American	Asian	Caucasian	Hispanic
26.0%	74.0%	98.2%	0.0%	1.8%	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, 88 students are enrolled. The average age is 36, and the student age range is 18-44. The ethnicity of the students is as follows: 64.8% African American, 34.1% Caucasian, and 0.01 Hispanic.

**4. Minority Recruitment Activities**

**a. Career Coaches – Union, Bradley, and Chicot Counties**

South Arkansas Community College has participated in the Arkansas College and Career Coach Program (formally known as Arkansas Works) through the Arkansas Division of Career and Technical Education since 2010, with College and Career coaches stationed in school districts in Bradley and Chicot counties. In 2018, SouthArk expanded its reach into Union County. Five College and Career coaches served five school districts throughout three counties and reached approximately 2,460 students in 2019-2020. The program organizes a series of grade-level appropriate, college-readiness strategies starting in the 7th grade to move students systematically toward college enrollment that will lead to a fulfilling career. The College and Career coaches function as advisors to guide, support, and encourage students to attain a postsecondary education, workforce training, and/or apprenticeship as a means to a career that will

afford economic self-sufficiency. High priority students include students from low-socioeconomic backgrounds, single parent students, and students with disabilities.

**Minority Students by School District – Table 6**

<sup>1</sup> LAKESIDE SCHOOL DISTRICT		<sup>1</sup> DERMOTT SCHOOL DISTRICT	
African-American/Black	74.0%	African-American/Black	93.5%
Hispanic	13%	Hispanic	2.1.%
Asian/Pacific Islander	0.2%	Asian/Pacific Islander	0%
American Indian	0.2%	American Indian	0%
<sup>1</sup> WARREN SCHOOL DISTRICT		<sup>1</sup> EL DORADO SCHOOL DISTRICT	
African-American/Black	33.6%	African-American/Black	48.2%
Hispanic	24.1%	Hispanic	9.8%
Asian/Pacific Islander	0.1%	Asian/Pacific Islander	1.2%
American Indian	0.3%	American Indian	0%
<sup>2</sup> STRONG-HUTTIG SCHOOL DISTRICT			
African-American/Black		74.1%	
Hispanic		3.1%	
Asian/Pacific Islander		0%	
American Indian		0.3%	
Source: <sup>1</sup> myschoolinfo.arkansas.gov (19-20); extracted 10/1/2020			

**b. Black History Month Activities**

The 10th Annual African-American Family and Friends Day was held February 11, 2020, on SouthArk's campus. This event attracted right under students and their family members, as well as, individuals from the local community. This year's theme was *A Time to Reflect*, which was a celebratory event recognizing the progress and partnerships of the past ten years. The presentation featured an oral and musical commentary by Jonathan Blanchard and the Blanchard Music Group. SouthArk also hosted the Annual African American Read-In on February 10, 2020, and a scholarship recognition presentation to the Star's basketball pre-game festivities on Saturday, February 15, 2020.

**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**

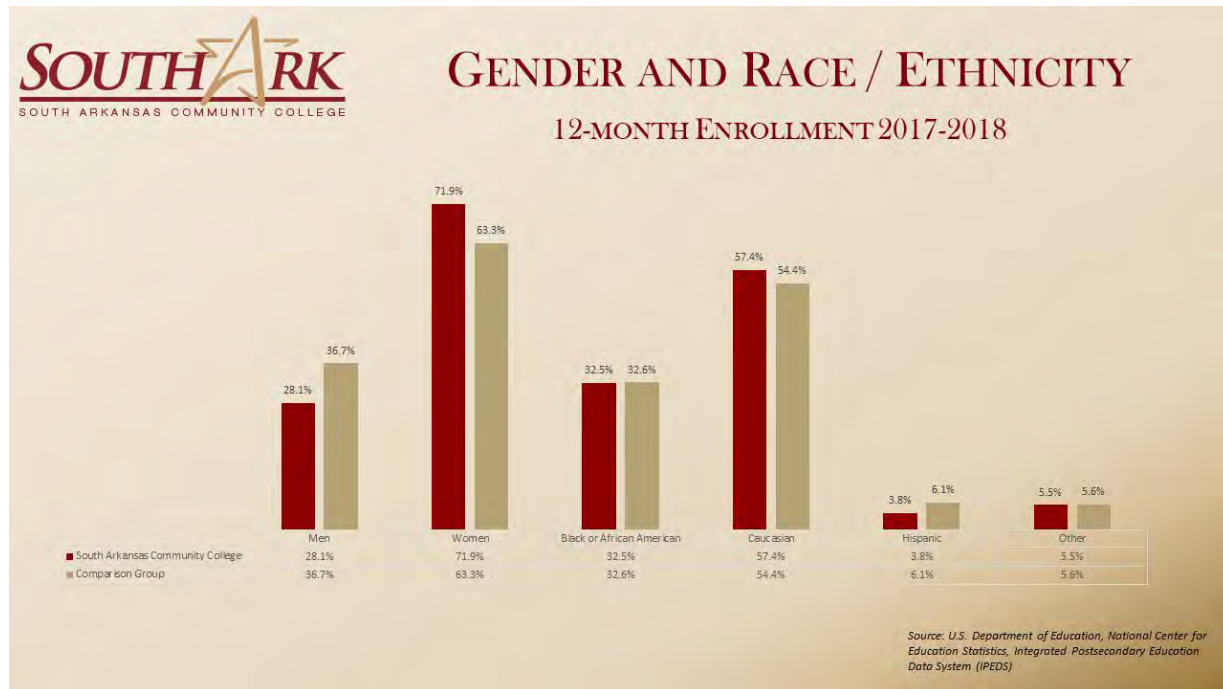
The African-American outreach efforts noted above will be repeated for the upcoming academic year, with a goal of increasing the number of minority students who pursue postsecondary education. In addition, the college instituted SouthArk on Tour, which specifically targeted African American Churches. 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.

#### 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  
2020**

**Submitted by  
Prof. Gina Teel  
Vice President of Academic Affairs**

**October 2020**

- 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.**

<b>ADMINISTRATION - 3</b>		
President	Male	Two or More Races
Chief Academic Officer	Female	American Indian or Alaska Native
Dean of Nursing and Allied Health	Female	Black or African American

<b>PROFESSIONAL - 13</b>		
Career Coach	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Male	Black or African American
Career Coach	Male	Black or African American
Counselor	Female	Black or African American
Coordinator of Administrative Computing	Female	Black or African American
Coordinator of Student Recruitment	Male	Black or African American
Director of Development	Female	Black or African American
Director of Retention & Advising	Male	Black or African American
Librarian	Female	Black or African American
Registrar	Female	Black or African American
Workforce Specialist	Male	Black or African American

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

<b>FACULTY - 22</b>		
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American

Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Male	Black or African American
Faculty/Technical Studies	Male	Asian
Faculty/Technical Studies	Male	Black or African American
Faculty/Technical Studies	Male	Black or African American

<b><u>STAFF - 34</u></b>		
Administrative Analyst	Female	Black or African American
Administrative Analyst	Female	Black or African American
Administrative Analyst	Female	Black or African American
Administrative Specialist	Female	Black or African American
Administrative Specialist	Female	Black or African American
Administrative Specialist	Female	Black or African American
Administrative Specialist	Male	Black or African American
Administrative Support Specialist	Female	Black or African American
Assistant Director of Financial Aid	Female	Black or African American
Budget Specialist	Female	Black or African American
Cashier	Female	Two or More Races
Computer Operations Coordinator	Male	Two or More Races
Coordinator	Female	American Indian or Alaska Native
Coordinator	Female	Black or African American
Counselor	Male	Black or African American
Custodial Supervisor	Male	Black or African American
Database Administrator	Female	Black or African American
Education Counselor	Female	Black or African American
Financial Aid Specialist	Male	Black or African American
Fiscal Support Supervisor	Female	Black or African American
Institutional Services Assistant	Female	Black or African American
Institutional Services Assistant	Female	Black or African American
Institutional Services Assistant	Female	Black or African American
Institutional Services Assistant	Male	Black or African American
Institutional Services Assistant	Male	Black or African American
Institutional Services Assistant	Male	Black or African American
Intake Coordinator	Female	Black or African American
Library Technician	Female	Black or African American

Library Technician II	Female	Black or African American
Maintenance Assistant	Male	Black or African American
Payroll Technician	Female	Black or African American
Project/Program Specialist	Female	Black or African American
Shipping and Receiving Clerk	Female	Black or African American
Student Recruitment Specialist	Female	Two or More Races

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

#### **ADJUNCT INSTRUCTORS- 17**

<b>GENDER</b>	<b>Black</b>	<b>Am. Indian</b>	<b>Asian</b>	<b>Hispanic</b>	<b>2 or more Races</b>
Male	3	0	0	0	0
Female	14	0	0	0	0

## Full-Time Employees

	American Indian	Black	Hispanic	White	Two or More	Total
<b><u>Faculty - Adjunct</u></b>						
Female		14		13		27
Male		3		15		18
<b><i>Total Faculty - Adjunct</i></b>	-	17	-	28	-	45
<b><u>Faculty - Full-Time</u></b>						
Female		17		11		28
Male		2	1	15		18
<b><i>Total Faculty - Full-Time</i></b>	-	19	1	26	-	46
<b><u>Total Faculty</u></b>						
Female	-	31	-	24	-	55
Male	-	5	1	30	-	36
<b><i>Total Faculty</i></b>	-	36	1	54	-	91
<b><u>Staff - Classified</u></b>						
Female		19		15	1	35
Male		8		5	1	14
<b><i>Total Staff - Classified</i></b>	-	27	-	20	2	49
<b><u>Staff - Non-Classified</u></b>						
Female	2	12		15	1	30
Male		5		4	1	10
<b><i>Total Staff - Non-Classified</i></b>	2	17	-	19	2	40
<b><u>Total Staff</u></b>						
Female	2	31	-	30	2	65
Male	-	13	-	9	2	24
<b><i>Total Staff</i></b>	2	44	-	39	4	89
<b><u>Overall</u></b>						
Female	2	62	-	54	2	120
Male	-	18	1	39	2	60
<b><i>Total Overall</i></b>	2	80	1	93	4	180

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

There were twelve (11) full-time minority faculty and staff members employed by Southeast Arkansas College between July 1, 2019, and June 30, 2020.

<b>Classification</b>	<b>Position</b>	<b>Gender</b>	<b>Race</b>
Faculty	Faculty/Nursing and Allied Health	Female	Black or African American
Faculty	Faculty/General Studies	Female	Black or African American
Faculty	Faculty/Nursing and Allied Health	Female	Black or African American
Faculty	Faculty/Nursing and Allied Health	Male	Black or African American
Faculty	Faculty/General Studies	Female	Black or African American
Professional	Counselor	Female	Black or African American
Professional	Counselor	Female	Two or More Races
Staff	Administrative Support Specialist	Female	Black or African American
Staff	Database Administrator	Female	Black or African American
Staff	Library Technician I	Female	Black or African American
Staff	Project/Program Specialist	Female	Black or African American

**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, lectures, and other presentations, we have experienced excellent results in our goal to make students of various races and ethnic groups feel comfortable and welcome on our campus. New courses in African-American literature and the Politics of Race have been added in the past year to provide more focus on diversity within our curriculum.

As we look to the future, we will continue to assess the impact of our progress and stress the recognition of the contributions of all races to our College, our community and our world. We believe that as we continue to respect all people, regardless of their race, gender, and age, we will continue to be affirmed by the many communities that we currently serve. This will be addressed by the newly formed SEARK Center for Diversity and Social Justice.

Under the auspices of the SEARK Center for Diversity and Social Justice, an audit of policies will be completed to ensure full compliance with inclusive policies and support for marginalized groups. Other initiatives will be defined that will provide a framework and systematic process for including minorities in the life of the College, as well as to promote diversity within our community. The purpose of the Center for Diversity and Social Justice is outlined below:

Mission Statement: The SEARK Center for Diversity and Social Justice is committed to advocacy, access, inclusion, and awareness through educating and empowering the SEARK community for leadership, service, and outreach.

Vision Statement: Valuing Diversity, Empowering Communities

Objectives:

- Create actions and initiatives that promote greater access to resources and opportunities that reduce disparities of marginalized groups.
- Advocate for social justice and promote ethical behavior and policies.
- Raise awareness of the importance of diversity, inclusion, and equity and cultivate respect.
- Empower leadership skills through education and service-learning opportunities and outreach.





Southern Arkansas University  
Minority Recruitment and Retention Annual Report  
2019-2020

Southern Arkansas University  
100 East University  
Magnolia, Arkansas 71753

## **MINORITY RETENTION PLAN**

**2019-2020**

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**  
**2019-2020 Report**

1. Minority representation is required on significant committees that have a great impact on the University.
2. The policy of minority representation on all search committees continues.
3. Beginning in 2003 and in observance of Martin Luther King, Jr. Day, all classes were cancelled for the observance of Martin Luther King, Jr. Day in February. Students and faculty were dismissed for the day's observations and programs.
4. A vote of the SAU staff (100% participation) showed clearly that the staff was overwhelmingly in favor of not either taking a mandatory day of leave or losing one day of Christmas leave time to observe Martin Luther King, Jr. Day. The staff wished for the University offices to remain open to honor the wishes of the King family. The family's position was/is that Dr. King died so that African Americans and women could have better access to education and other civil liberties and for those institutions to shut down in observance was/is counterproductive. Any staff employees wanting to observe Martin Luther King, Jr. Day are welcomed and encouraged to do so by taking a personal vacation day.
5. The University supports and promotes the awareness of and appreciation for diversity to the letter and in the spirit of inclusive excellence. The Office of Multicultural Services was established in the fall of 1995 to demonstrate the University's commitment to this pursuit. Professional development opportunities are also available. For example, the University provided financial support for the Associate Dean for Multicultural Services, the Human Resources Manager, and the Director of the Library to attend the National Conference on Race and Ethnicity (NCORE) in May 2017.
6. All employment opportunity advertisements include a statement regarding the University's expectation that faculty and staff are committed to diversity and inclusion:  
  
All SAU faculty and staff demonstrate a commitment to inclusion and diversity of the University community and excellence in interpersonal behaviors and effective collaboration with colleagues.  
  
Hiring procedures include that committees should ask diversity and inclusion related questions during the interview and should include information about diversity and inclusion in the committee's recommendation.
7. The University recently adopted its latest strategic plan. In May 2018, the Board of Trustees approved a strategic planning framework with eight goals and a prioritized strategic plan with four goals being selected as priorities for the upcoming cycle. One of the goals selected as a priority for SAU was diversity:

***Goal 3: Diversity***  
***Create a campus community that is rich in diversity and inclusion and is supportive of all students, faculty, and staff***

8. In Spring 2020, a group of campus leaders began planning to host a diversity and inclusion forum on campus. This forum, originally scheduled for March, 2020, had to be postponed due to the COVID-19 pandemic, but planning continues and the forum will take place either remotely or when it is safe to do so in a live group setting.

### **Office of Multicultural Affairs Goals relating to Minorities**

1. To provide a nurturing environment for minority students.
2. To enhance retention and graduation rates among minority students.
3. To provide opportunities for multicultural growth.
4. To reach out to African-American alumni in order to establish a network of support for current African-American students.
5. To assist minority students in locating financial assistance.
6. To keep minority students abreast of University trends that affect graduation via 60+ meetings, written communications, etc.
7. To meet with freshmen students in Residence Halls weekly to discuss issues they may experience and assist with resolutions.
8. To act as a liaison for minority students and the University administration.
9. To communicate campus culture (i.e., student handbook) to entering freshmen as a proactive measure in preventing disciplinary suspensions.

**Students (Summer II 2019 - Summer I 2020)**

Black/African American	1,178
American Indian/Alaska Native	36
Hispanic/Latino	172
Asian	61
Non-Resident Alien	290
Nat Hawaiian/Pacific Islander	6
Multi-Racial	23
Unknown	49

**African-American Beginning Freshmen Retention Rates**

<b>Cohort</b>	<b>SAU Total</b>	<b>African American</b>
2001 Cohort	63.92%	67.59%
2002 Cohort	65.19%	74.32%
2003 Cohort	62.87%	68.42%
2004 Cohort	63.68%	61.88%
2005 Cohort	62.08%	54.55%
2006 Cohort	61.62%	71.79%
2007 Cohort	56.36%	53.85%
2008 Cohort	62.82%	62.92%
2009 Cohort	62.34%	62.28%
2010 Cohort	60.19%	59.70%
2011 Cohort	60.28%	55.26%
2012 Cohort	64.30%	55.70%
2013 Cohort	63.00%	53.42%
2014 Cohort	62.10%	55.50%
2015 Cohort	65.50%	65.30%
2016 Cohort	66.1%	62.00%
2017 Cohort	65.3%	58.1%
2018 Cohort	66.9%	61.7%

**African-American Beginning Freshmen Graduation Rates**

<b>Cohort</b>	<b>SAU Total</b>	<b>African American</b>
2001	36.07%	28.96%
2002	31.97%	28.37%
2003	31.80%	24.34%
2004	34.15%	26.00%
2005	32.80%	23.08%
2006	34.50%	28.21%
2007	34.10%	20.10%
2008	36.05%	23.60%
2009	31.20%	23.35%
2010	34.21%	24.88%
2011	34.42%	22.63%
2012	37.71%	26.58%
2013	40.88%	24.38%

**Total Minority Faculty and Staff as of October 2019**

<b>Faculty/Staff Title</b>	<b>Number</b>
Accountant	1
Administrative Specialist I	3
Administrative Specialist II	5
Administrative Specialist III	2
Admissions Counselor	1
Agriculture Technician	1
Assistant Basketball Coach	1
Assistant Dean of Students	1
Assistant Director	1
Assistant Director of International Admissions	1
Assistant Football Coach	1
Assistant Professor	14
Assistant Registrar	1
Assistant Track Coach	1
Associate Dean of Students	1
Associate Professor	5
Associate Registrar	1
Bookstore Manager	1
Cashier	1
Counselor	2
Dean	1
Department Chairperson	2
Director of Disability Services	1
Director of Student Aid	1
Financial Aid Analyst	1
Fiscal Support Specialist	1
Fiscal Support Technician	1
Human Resource Specialist	1
Instructor	22
Internal Auditor	1
Loan Officer	1
Maintenance Assistant	1
Professional Academic Advisor	1
Professor	3
Project/Program Administrator	5
Public Safety Officer	1
Skilled Tradesman Special Projects	1
Student Account Specialist	1
Student Housing Specialist	1
Vice-President for Finance	1
<b>TOTAL:</b>	<b>93</b>

### **Full-Time Minority Faculty as of October 2019**

Black/African American	11
American Indian/Alaska Native	0
Hispanic/Latino	1
Asian	16
Non-Resident Alien	0
Nat Hawaiian/Pacific Islander	0
Multi-Racial	0
Unknown	0

### **Adjunct Faculty as of October 2019**

Black/African American	6
American Indian/Alaska Native	1
Hispanic/Latino	3
Asian	6
Non-Resident Alien	0
Nat Hawaiian/Pacific Islander	0
Multi-Racial	0
Unknown	0

### **New Minority Hires 2019-2020**

Administrative Specialist I	2
Administrative Specialist II	1
Agriculture Technician	1
Assistant Football Coach	1
Assistant Professor	1
Assistant Registrar	1
Assistant Track Coach	1
Assistant Women's Basketball Coach	1
Dean	1
Director of Athletics Band	1
Post Office Specialist	1
Project/Program Administrator	1
Total:	13



# **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 2019/2020 ACTIVITIES and EVENTS**

### **AUGUST 2019**

- 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 2019**

- 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
- Prizm (formerly Gay Straight Alliance (GSA)) meeting

### **OCTOBER 2019**

- NPHC meeting
- Sister-To Sister meeting
- BSA meeting
- Prizm meeting
- Facilitated True Colors Seminar
- Black Alumni Reception
- Homecoming Greekshow and Afterparty
- 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 2019**

- Brother-To-Brother meeting
- NPHC meeting
- Sister-To-Sister meeting
- BSA meeting
- Brother-To-Brother meeting
- NPHC meeting
- BSA meeting
- Prizm 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 2019**

- BSA meeting
- NPHC
- Prizm meeting

### **JANUARY 2020**

- Columbia County NAACP Annual Freedom Fund Banquet
- Dr. Martin Luther King, Jr. March and Program
- Brother-To-Brother meeting
- Sister-To-Sister meeting
- Black Student Association Winter Ball
- Sister-To-Sister
- Prizm meeting

### **FEBRUARY 2020**

- NPHC meeting
- BSA meeting
- Sister-To-Sister meeting
- BSA Panel Discussion
- NPHC meeting
- BSA meeting
- Brother-To-Brother meeting
- Sister-To-Sister meeting
- Prizm meeting
- Facilitated True Colors Seminar

### **MARCH 2020**

- NPHC meeting
- BSA meeting
- GSA meeting
- Sister-To-Sister meeting
- Brother-To-Brother meeting

- True Colors Seminar
- Co-Sponsored The Arkansas Colorful Women Female Leadership Conference
- NPHC meeting

**University of Arkansas Community College at Batesville  
Minority Recruitment and Retention 2019-2020 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>2017</b>		<b>2018</b>		<b>2019</b>	
American Indian/Alaskan Native	1	0.08%	5	0.004%	10	.68%
Black	42	3.39%	37	2.79%	36	2.43%
Hispanic	82	6.61%	70	5.27%	120	8.11%
Asian	4	0.32%	15	1.13%	17	1.15%
Hawaiian	0	0.00%	1	0.0%	0	0%
Multiple Races	74	5.97%	76	1.96%	89	6.02%
Total Minority Students	203	16.37%	204	15.36%	272	18.39%

<b>Spring Semester Comparisons</b>	<b># and % of Students Enrolled</b>					
<b>Minority Group</b>	<b>2018</b>		<b>2019</b>		<b>2020</b>	
American Indian/Alaskan Native	0	0.00%	7	0.01%	8	.64%
Black	37	3.22%	37	3.09%	25	1.99%
Hispanic	67	5.84%	64	5.33%	95	7.56%
Asian	5	0.44%	14	1.17%	14	1.11%
Hawaiian	0	0.00%	0	0.00%	1	.08%
Multiple Races	71	6.18%	60	5.00%	73	5.81%
Total Minority Students	180	15.68%	182	15.18%	216	17.20%

During the Fall 2019 semester, 272 minority students were enrolled at UACCB. This is up sixty-eight student from the total of 204 minority students enrolled in the Fall 2018 semester. Minority students comprised 18.39% of the total number of students enrolled in the Fall 2019 semester, a 3.03% increase from Fall 2018.

During the Spring 2020 semester, 216 minority students were enrolled at UACCB. This is up thirty-four students from the total of 182 minority students enrolled in the Spring 2019 semester. Minority students comprised 17.20% of the total number of students enrolled in the Spring 2020 semester, a 2.02% increase from Spring 2019.

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 2019 student body was 13.93% more diverse than the UACCB service area and the Spring 2020 student body was 12.74% 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 261 full-time employees, 119 adjunct instructors, and 34 part-time staff. Of that population, fourteen employees are minorities. The percentage of minority employees is 5.36%, which exceeds UACCB's service area minority population of 4.46%. The following chart details the positions of current minority employees.

Employee Status	Position Title	Race/Ethnicity
Full-time	Counselor	American Indian/Alaskan Native
Full-time	Special	Asian
Full-time	Resources	American Indian/Alaskan Native
Full-time	Instructor/Train	Black
Full-time	Assistant	Black
Faculty (part-time)	Adjunct Faculty	Asian
Faculty (part-time)	Adjunct Faculty	Black
Faculty (part-time)	Adjunct Faculty	Black
Faculty (part-time)	Adjunct Faculty	American Indian/Alaskan Native
Faculty (part-time)	Adjunct Faculty	American Indian/Alaskan Native
Faculty (part-time)	Adjunct Faculty	Hispanic
Staff (part-time)	Extra Help	Black
Staff (part-time)	Extra Help	American Indian/Alaskan Native
Staff (part-time)	Extra Help	American Indian/Alaskan Native

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

Minority Group	# of Full-Time Faculty		
	2017-2018	2018-2019	2019-2020
American Indian/Alaskan Native	1	1	0
Black	0	0	1
Hispanic	0	0	0
Asian	0	0	0
Multiple Races	0	0	0
Total Minority Full-time Faculty	1	1	1

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

Minority Group	# of Adjunct Faculty		
	2017-2018	2018-2019	2019-2020
American Indian/Alaskan Native	0	2	2
Black	4	2	2
Hispanic	1	1	1
Asian	1	0	1
Multiple Races	0	0	0
Total Minority Adjunct Faculty	6	5	6

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

Two minority faculty and staff were hired during the 2019-2020 academic year.

Employee Status	Position Title	Race/Ethnicity
Staff (full-time)	Maintenance	Black
Faculty (part-time)	Nursing and Allied Health	Asian

**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 2015-2020**

- 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 18.39% minority students in the Fall 2019 semester and 17.20% minority students in the Spring 2020 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 did not have minority representation for the 2019-2020 academic year. This goal was met. However, new board members were appointed at the end of the 2019-2020 academic year and racial minority representation on the board is present for the 2020-2021 academic year.

- 3.) The College will aggressively pursue the hiring and/or promotion of applicants and employees who represent diversity.

*Success Indicator:* Applicants and subsequent employee body at UACCB reflects at least the level of racial diversity of its service area.

*Progress:*

The current percentage of employees who are minorities is 5.36%. 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:*

UACCB did not succeed in obtaining minority representation on each advisory committee. UACCB will continue to assess advisory committee representatives and make an effort to recruit minority representation for each of its advisory committees.

- 6.) The Director of Admissions in coordination with the Enrollment Management Committee will evaluate the effectiveness of marketing strategies and make recommendations for improvement of marketing efforts.

*Success Indicator:* Each year a survey of minority students will be conducted. Results will be analyzed to ensure that UACCB's marketing strategies and efforts have been received by prospective minority students. Suggestions and observations will be requested.

**Progress:**

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 2018-2019 Minority Recruitment and Retention Annual Report has been submitted. This goal was met.

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

UACCB continues to make a concerted effort to recruit minority students. All recruiting and marketing materials are closely scrutinized to ensure minority representation appears in all printed materials.

The UACCB Student Government Association (SGA) held the following cultural events for 2019-2020 academic year:

- The Hispanic Heritage Celebration was on October 8, 2019 as part of the National Hispanic Heritage month. Students were able to purchase street tacos and enjoy free sopapillas. Over 80 students participated in this event.
- Martin Luther King Celebration was on January 21 and January 22, 2020. Mr. Calvin Wright, Home Depot Store Manager, was the guest speaker on January 21. The following day, Ms. Sonya Rucker, First Community Bank Concierge Banking Specialist, was the guest speaker. This event was attended by approximately 50 students each day.



- To commemorate African-American achievements, posters were displayed throughout campus during 2020 Black History Month. The posters portrayed African Americans who have made significant achievements in science, technology, engineering, and math (STEM). This inspired students to learn more about STEM degrees.
- ZuZu Acrobats, from Mombasa Kenya in East Africa, performed on February 12, 2020. We partnered with area high school's Talent Search program. There were approximately 130 high school students and approximately 60 UACCB students in attendance.
- A free movie night held on February 18, 2020, for Black History Month celebration. The movie shown was Harriet, about the heroic abolitionist Harriet Tubman, who escaped from slavery and led to liberate hundreds of slaves through the Underground Railroad.

UACCB TRIO students had the opportunity to attend Acrobats of Shanghai show in Branson, Missouri on September 28, 2019. Two TRIO staff escorted ten students to this show. They were able to experience the Chinese acrobats performing various routines, including Chinese Diabolo (yoyo).

The UACCB Multi-cultural Student Association (MSA) collaborated with Lyon College for the annual Black History Community Celebration on February 23, 2020. Senator Joyce Elliott from Little Rock was the Keynote Speaker. Several local churches and community dignitaries, like Senator Stu Smith and Senator James Sturch, attended this event. There were approximately 60 students and citizens in attendance.

#### **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 \$228,262
- 2.) Retention Related Budgets Total \$968,359
  - a. Tutoring Budget = \$94,133
  - b. Counseling & Career Services = \$40,375
  - c. Student Development = \$150,816
  - d. Scholarships = \$395,242
  - e. Academic Advising = \$287,793

**Minority Recruitment and Retention  
Progress Report  
2020**

**The University of Arkansas  
Community College at  
Hope-Texarkana**

**Prepared for the Arkansas Department of Higher Education  
June 2020**

# Minority Recruitment and Retention Progress Report

## Introduction and Data Report

The University of Arkansas Community College at Hope-Texarkana (UAHT) is midway through its third, 5-year cycle of minority recruitment and retention action plans. The original Five-Year Minority Recruitment and Retention Action Plan (Action Plan) consisted of four goals and three primary areas of focus. The next stage of planning was designed to demonstrate a continued commitment to multiculturalism and to systematically implement and assess an institutionalized campus environment of inclusion. The overarching goal has been to create processes over programs. Building on that purpose, the current plans integrate multicultural initiatives into the core structures of the College.

The UAHT service area, designated by the Arkansas Department of Higher Education, includes the counties of Hempstead, Miller, Nevada, Lafayette, and southern Howard and Pike in southwest Arkansas. According to the latest data of the U.S. Census Bureau, the College's service area demographic breakdown is as follows:

### **Current Service Area Ethnic Demographic Data (Hempstead, Howard, Lafayette, Miller, Nevada, and Pike Counties)**

<b>Ethnic Group</b>	<b>Percentage</b>
White	65.6
Black	24.6%
Hispanic	7.2%
American Indian/Alaskan Native	0.9%
Asian	0.7%
Native Hawaiian/Pacific Islander	0.1%
More than One Race	1.9%

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 1502 students. Enrollment averages for

African Americans were 34% of total enrollment (approximately 10% above the service area population). Enrollment averages for Hispanic students were 7.0% of total enrollment (statistically equivalent of service area population). Other ethnic demographic populations have either remained consistent or increased slightly during the past five years.

**UAHT Headcount Enrollment by Race**

	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>
American Indian/Alaskan Native	8 (0.57%)	11 (0.72%)	15 (0.98%)	8 (0.51%)	7 (0.47%)
Asian	8 (0.57%)	59 (3.85%)	26 (1.69%)	16 (1.03%)	6 (0.41%)
African American	508 (36.13%)	555 (36.25%)	517 (33.66%)	468 (30.0%)	479 (32.43%)
Hawaiian/Pacific Islander	1 (0.07%)	2 (0.13%)	1 (0.07%)	3 (0.19%)	2 (0.14%)
Hispanic	83 (5.90%)	89 (5.81%)	110 (7.16%)	118 (7.56%)	130 (8.80%)
White	785 (55.83%)	794 (51.86%)	848 (55.21%)	930 (59.65%)	825 (55.86%)
Two or more races	3 (0.21%)	3 (0.20%)	4 (0.26%)	9 (0.58%)	20 (1.35%)
Unknown	10 (0.71%)	18 (1.18%)	15 (0.98%)	7 (0.45%)	8 (0.54%)
<b>TOTAL</b>	<b>1406</b>	<b>1531</b>	<b>1536</b>	<b>1559</b>	<b>1477</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 2019 term were over 34% of the total enrollments. African Americans enrollments increased between fall 2015 and fall 2019, from 122 students to 146 students. Hispanic enrollments have averaged approximately 4.2% 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 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>
American Indian/Alaskan Native	1 (0.36%)	3 (0.72%)	6 (1.25%)	1 (0.23%)	1 (0.24%)
Asian	2 (0.72%)	7 (1.68%)	2 (0.42%)	2 (0.46%)	0

African American	122 (43.72%)	160 (38.46%)	186 (38.83%)	163 (37.73%)	146 (34.52%)
Hawaiian/Pacific Islander	0	1 (0.24%)	1 (0.21%)	2 (0.46%)	1 (0.24%)
Hispanic	14 (5.02%)	18 (4.33%)	27 (5.64%)	12 (2.78%)	14 (3.31%)
White	13 (49.47%)	225 (54.09%)	255 (53.24%)	250 (57.87%)	255 (60.28%)
Two or more races	1 (0.36%)	0	1 (0.21%)	2 (0.46%)	5 (1.18%)
Unknown	1 (0.36%)	2 (0.48%)	1 (0.21%)	0	1 (0.24%)
<b>TOTAL</b>	<b>279</b>	<b>416</b>	<b>479</b>	<b>432</b>	<b>423</b>

*\*Unknown/Other indicates more than one ethnicity.*

Likewise, UAHT is graduating minority populations at rates higher than, or consistent with, the percent of ethnic demographics within the general service area population. The graduated students documented below include students who completed degrees or certificates by May 2020. All summer classes at UAHT are scheduled online and any student completing a degree over the summer will be in the 2021 graduate numbers.

#### **Graduated Student File by Ethnicity**

	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
American Indian/Alaskan Native	3 (0.69%)	5 (1.04%)	4 (0.82%)	4 (0.84%)	3 (0.68%)
Asian	5 (1.14%)	6 (1.24%)	4 (0.82%)	5 (1.05%)	4 (0.90%)
African American	153 (35.01%)	161 (33.33%)	172 (35.32%)	125 (26.32%)	124 (27.93%)
Hawaiian/Pacific Islander	0	0	0	0	2 (0.45%)
Hispanic	27 (6.18%)	30 (6.21%)	34 (6.99%)	33 (6.95%)	47 (10.59%)
White	249 (56.98%)	278 (57.56%)	269 (55.24%)	306 (64.42%)	259 (58.33%)
Two or more races	0	1 (0.21%)	4 (0.82%)	2 (0.42%)	3 (0.68%)
Unknown	0	2 (0.41%)	0	0	2 (0.45%)
<b>TOTAL</b>	<b>437</b>	<b>483</b>	<b>487</b>	<b>475</b>	<b>444</b>

During the past five years our graduate numbers averaged 465 students. Graduation averages for African Americans were 32% of total graduates (7% above the service area population).

Graduation averages for Hispanic students were 7.35% of total graduates (statistically equivalent to the service area population). Other ethnic demographic populations have remained consistent during the past six years.

Due to the postponement of the graduation ceremony for spring 2020, we will not have a completed graduate survey until August. Our hope is that the 2020 survey results will be similar to those of 2019, when students rated UAHT at 4.7 on a scale of 5.0, as being a diverse campus. In 2019, 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.***

The first approach through Goal 1 of the 2017-2022 Action Plan is through curriculum as a component of students' overall educational experience. Course-level assessments are central toward measuring student learning. Equally fundamental is assessment of institutional-level outcomes.

The College continued process developments in its assessment cycles of institutional general education learning outcomes. Methodologies of assessing general education, including institutional rubrics toward retention and completion strategies, concentrated on increasing the rate of completion for all students in an effort to close any gaps in the completion rates of students from any group when compared with the average campus completion rates. Enrollment and completion data helped focus on student support efforts, prioritize the elimination of achievement gaps, and identify underserved populations. The movement of all classes into the online environment in March interrupted some of the 2019-2020 data collections for the spring term. We hope to be back on track of comparative general education learning outcomes by fall 2020. [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 academy for students to guide them 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 completed their second year of this joint venture as an extension of the groundwork already underway within the HPSD. Expanding upon the key design element of partnering with UAHT to prepare students for college, the Collegiate Academy magnifies college readiness into actual degree attainment. [see Activity 1.1.2.3; Activity 1.2.1.1]

The entering class of 10<sup>th</sup> grade students began their Collegiate Academy experience in fall 2018, with an enrollment of 23 students. Those 10<sup>th</sup> grade students transitioned into the 11<sup>th</sup> grade in fall 2019, and are poised to be high school seniors in fall 2020, and will graduate from high school with a simultaneous Associate's Degree in spring 2021. Of the original 10<sup>th</sup> grade class, 17 are females and five are males with a demographic breakdown of ten white students, six African-American students, and seven Hispanic students.

The 2019, entering 10<sup>th</sup> grade class had 22 students, 11 females and 11 males with a demographic breakdown of 13 white students, four African-American students, three Hispanic students, one Asian student, and one student reporting more than one race.

The Collegiate Academy model 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 entering class of 10<sup>th</sup> grade students for the Texarkana Collegiate Academy had an enrollment of 11 students, five females and six males, with a demographic breakdown of three white students, seven African American students, and one reporting more than one race. The entering class of 11<sup>th</sup> grade students for the Texarkana Collegiate Academy had an initial enrollment of 17 students, nine females and eight males, with a demographic breakdown of ten white students and seven African American students. The Texarkana Collegiate Academy students will transition to next level of class status in fall 2020. [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 in 2019. 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]

Goal 1 of the 2017-2022 Action Plan (Action Plan) visualized a two-pronged approach toward principles of diversity, equality, and global awareness. The second prong utilized multiple types of cultural, artistic, and educational programming through the on-campus conference and performing arts center, Hempstead Hall. Involving members of diverse communities in program planning and the activities featured at Hempstead Hall allows us to utilize it as a forum to feature varying components of different cultures. Unfortunately, one of the programs for the 2019-2020 Program Series showcasing the Four Tops was cancelled due to COVID-19 audience restrictions. [see Strategy 1.2.2; Activity 1.2.2.1]

The 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 partnered with the National Park Service and the Hope Academy of Public Services to host a Black History Month Celebration program with keynote speaker Adrian Miller, food writer and attorney, with a focus on the origins of soul food. [see Strategy 1.2.4; Activity 1.2.4.1]

The UAHT Multicultural Society partnered with the UAHT Fine Arts Society and celebrated Día de Muertos (Day of the Dead) with a presentation on the Mexican holiday. Participants painted their own sugar skull. A Hispanic Heritage Celebration event, in association with the National Park Service and Hope Academy of Public Service, was scheduled for May 2020, but the event was postponed due to statewide coronavirus regulations regarding public gatherings. [see Strategy 1.2.4; Activity 1.2.4.1]

The Multicultural Society presented its second annual honor ceremony “Hope for the Future Honors Ceremony” for African-American high school seniors with a cumulative 3.0 or higher grade point average from Hope High School, Prescott High School, and Arkansas High School. [see Strategy 1.2.3]

Hempstead Hall on the UAHT campus, in association with the Multicultural Society, screened two showings of the movie *Harriet*, about abolitionist Harriet Tubman. Both events were free to the general public. [see Strategy 1.2.1]

UAHT continued to sponsor the Practical Nursing Transcultural Day event. The Culture Day presentations, scheduled for April 16, 2020, had be conducted virtually due to the campus-wide coronavirus shutdown. Students participated through a Zoom session. Students groups were assigned a culture/region and required to gather information. Information presented included the food they planned to prepare, their costume/dress related to culture, a project board, and pamphlet that contained all related cultural/regional information associated with the presentation. [see Activity 1.2.3.2]

### Findings

The University of Arkansas Community College at Hope-Texarkana utilizes the talents, skills, and ideas of members of various constituencies to create an environment for cultivating the personal growth, knowledge, and development of students. It is expected that educational institutions enrich and enhance the academic and socialization experiences of students through a



diversified culture of learning. Coexistence on a campus of individuals from distinct backgrounds and with divergent ideas requires hard work and commitment from all concerned. Capitalization of such distinctions and diversity shapes the College's conversation toward, and promise to, foster that diversified culture of learning.

The College's mission is to support excellence in teaching and learning, value in training and workforce development, and advancement in life-long learning toward elevation in civic and cultural enrichment. Our vision of being a 21<sup>st</sup> century model community college is achieved by attracting, hiring, and retaining the best people possible all-the-while reflecting the constituents we serve. UAHT provides access and promotes success for its service area by providing cultural and learning opportunities for everyone. We strive to be understanding and accepting and recognize those attributes are indispensable toward the success of our students, our employees, our community, our state, and the country.

The College evidences a culture of equality and inclusion that validates that principles of multiculturalism are incorporated throughout the curriculum and co-curriculum of students' overall educational experience. The objectives, strategies, and activities of Goal 1 demonstrate a cohesive network infusing principles that reflect the values of diversity, equality, and global awareness.

***Goal 2: The University of Arkansas Hope-Texarkana will address students' needs for academic and career success through comprehensive programs and retention strategies that address multicultural competencies and individual self-actualizations.***

The most basic aspect of higher education is learning. Promoting a desire for a lifetime of learning is the highest achievement of any college, and a key component of living up to that achievement is helping students become educated people capable of living a life of learning. Beyond curriculum, programs, and instructional methods is students' understanding of and appreciation for intellectual and emotional maturity that is cultivated when people see themselves as responsible and self-directed. For students to live and work in a globally integrated world they must be able to discuss and translate ideas through appropriate critical analysis. Such analysis includes intellectual growth nourished through open inquiry and contrary points of view.

The University of Arkansas Community College at Hope-Texarkana has demonstrated institutional strengths, including a dedicated and experienced faculty and staff, focused programs for disadvantaged students, strong partnerships and business alliances, and strong fiscal stability. Despite those strengths, the College struggles with a challenge common to most community colleges: low retention and graduation rates. Attrition rates are an ongoing academic dilemma. UAHT's average retention rate runs below national benchmarks. Retention and persistence problems impact graduation. The College has worked on a retention and completion project through its accrediting body, the Higher Learning Commission, for the last four years.

The focus of our project with the Persistence and Completion Academy has been on data analysis of student withdrawals. We started with a three-year trend as a baseline and then broke withdrawal data down weekly throughout each semester. With the completion of the spring

2020, semester we have four years of data. We are looked for withdrawal rate patterns. Our plan for data analysis took the 25% and above course sections and ‘drilled down’ into (1) student demographics; (2) full-time/part-time status; (3) point-in-time of the withdrawal; (4) course format (face-to-face/online); (5) instructor; (6) existence of any course co-requisites; (7) individual student’s withdrawal history; (8) course instructor feedback (reason/story); and (9) campus location.

In fall 2016, a “W” accounted for 13.3% of all campus enrollments; by fall 2019, that percentage reduced to 8.3%. Perhaps more telling is that in fall 2016, 328 students withdrew from at least one class; in fall 2019, 190 students withdrew from at least one class. That is a decrease in the number of students withdrawing from a course of 42.1%. [*see Activity 2.1.1.4*]

One of the underlying attrition problems campus personnel identified was deficient advising. Historically full-time faculty members take on this job in addition to heavy teaching loads. Teaching schedules make faculty unavailable when students need to see them and few have received formal training in quality advising. Goal 2 of the Action Plan addresses helping students progress from developmental classes on to college-level general education classes and more specialized courses required in technical and health-care programs. [*see Objective 2.1; Strategy 2.1.1*]

Central to Goal 2 of the Action Plan is building and enhancing support systems that allow for success of diverse groups within the institution. We initially identified the development of an advising center for placement testing, advising, and supplemental instruction as a strategy to address enhanced support systems. The idea was to create an intrusive/appreciative advising model for one-stop holistic advising through professionally trained advisors and coaches. Included would be developing data-driven analytics and dashboards for advisors. Dashboard analytics will incorporate diversity definitions and how campus populations are represented. [*see Strategy 2.1.1; Activity 2.1.1.4*]

The advising center opened in May 2019. Advising pilots for transfer students are developed and professional advising to students seeking careers in health professions is underway. We are in the process of expanding advising operations onto the Texarkana campus. [*see Strategy 2.1.1; Activity 2.1.1.1*]

Campus advising coordination affected other student services areas impacted by advising, including the Enrollment Management office, the Registrar’s office, and the Financial Aid office. Areas of progress and accomplishment include development of the Required Admission Items List (RAIL), an interactive, streamlined student admissions progression that allows for the coordination and instant access to essential student documents between departments. The RAIL system tracks students from the moment they apply so an advisor can understand their background, financial situation, or other pertinent specifics that advances the advising process beyond schedule building to career planning with additional directional support as needed. [*see Strategy 2.1.1; Activity 2.1.1.4*]

In addition, customer service surveys are collected on all students utilizing advising services. The Advising Center developed, piloted, and implemented tracking systems to collect data

related to tasks, participants, methods, results, and timelines. It is too early to measure effects in enrollment, retention, graduation, and institutional fiscal stability, but tracking data to measure such growths is fostered and proceeding. [see Strategy 2.1.1; Activity 2.1.1.4]

Addressed in previous reports was the campus' transition to technology support through Blackboard. There are ongoing efforts to engage in assessing and improving technology capabilities. Both Goal 1 and Goal 2 of the Action Plan focus on increasing completion rates for all students in an effort to close any gaps between student groups. Included in improving technology capabilities were surveying current classroom technologies, identifying where technologies need enhancements, and increasing the use of Blackboard as both an instructional and assessment tool. Those activities are ongoing and a long-term plan is established. [see Strategy 2.2.1]

Academic faculty members continued a review of all online instruction for general education courses. The purpose was to analyze online technologies and supplements to instruction. The campus is in its fourth year of using Blackboard technologies as classroom instruction and as an assessment tool. There remains a learning curve to these endeavors. [see Activity 2.2.2.3; Activity 2.2.2.4]

Another component of increasing completion rates included training Supplemental Instruction Peer Leaders and identifying "high risk" courses that may affect students' success. "High risk" is identified as any course where overall success rates are less than 75%. Faculty and student training are scheduled for summer and beginning of fall 2020. Identifying course success rates is an ongoing process. [see Activity 2.1.2.2]

The campus will continue to explore methods of gaining external supports for campus diversity goals by identifying and developing approaches to foster support of campus diversity initiatives. External supports will include diversity initiatives for capital campaigns, fundraising, and needs-based scholarships. For the 2019-2020 academic year, approximately 45% of all institutional scholarships were awarded to minority populations. [see Activity 2.3.1.2]

### Findings

The College has taken steps to advance students' academic and career advising needs through dedicated advising protocols. The holistic approach to assist students in making social and intellectual growth as well as address geographic transitions into, as well as out of, college continues. Increased coordination between college departments and data and tracking systems, likewise improve students' chances for academic and career success. Decreasing attrition and closing gaps in the completion rates of students from any group when compared with the average campus completion rates is a campus focus.

Likewise, efforts to supplement learning through technology is ongoing, as are labors to develop active learning and learning-centered strategies for more personalized learning.

**Goal 3: *The University of Arkansas Hope-Texarkana will systematically attract, recruit, enroll, retain, and graduate students in appropriate proportions to that of the College's service area and will model diversity and equality through hiring practices.***

Obviously any Action Plan requires the College to review and update recruiting and enrollment management plans and materials to attract and serve a diverse student body. The strategies and activities of Goal 3 of the Action Plan parallel those of prior Action Plans. Providing scholarships and other financial aid opportunities, utilizing press releases and social media to promote multiculturalism, and disseminating recruitment, retention, and graduation are responsibilities across all levels of the institution.

The Enrollment Management division of Student Services continues to review recruitment materials including evaluation of whether they attract and serve under-served populations. [see *Activity 3.1.1.1; Activity 3.1.1.2*]

As reported above, approximately 45% of all institutional scholarships are awarded to minority populations. Those percentages are consistent with service area demographics. Enrollment management personnel along with personnel in financial aid services continue to seek to provide scholarships and other financial aid opportunities for students. [see *Activity 3.1.1.3*]

During the 2019-2020 academic year, the College employed 174 full-time faculty and staff, of whom 134 (77%) are white, 39 (22.4%) are African American, and 1 (0.6%) 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
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
Career Coach	7/15/2019	African American
Title III Curriculum Specialist	8/5/2019	African American
Administrative Specialist II	9/30/2019	African American
Administrative Specialist	10/14/2019	African American
Administrative Specialist	1/2/2020	African American
Faculty	1/6/2020	African American
Faculty	1/6/2020	African American
Career Coach	2/17/2020	African American
Financial Aid Analyst	3/16/2020	African American

Our service area is approximately 24% African American, and African Americans represent 22.4% of College employees. Six of the African American employees are faculty and 33 are staff. The College remains resolute in its efforts to recruit minority faculty and staff and widely publicize vacancies through professional publications and local and state news media. We continue to include personnel from various departments in our search-committee style hiring processes so that members of diverse ethnic, age, and gender groups are included. 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 2019-2020 academic year there were 47 full-time faculty members, of whom six (13%) were African American. There were 65 adjunct faculty members, of which there were ten African Americans, one Hispanic, one Asian and one Native American. [*see Activity 3.2.2.1*]

### Findings

The College is committed to hiring the very best candidates for faculty and staff positions from a broad and varied pool of candidates. We will continue to recruit minority faculty and staff and widely publicize anticipated vacancies through professional publications and local and state news media. The College also seeks applicants from predominantly African-American institutions within the state. Our search-committee style hiring process allows personnel from different areas and divergent backgrounds to have a say in potential employees. We will continue to use this method of employee hiring. Each campus division does assess its employment needs annually.

## **Conclusion**

The University of Arkansas Community College at Hope-Texarkana is committed to cultivating a campus environment that is conducive to the well-being of its learners and workforce. A diversified culture of learning embraces the concept of inclusion as essential for UAHT to reflect a vibrant, all-encompassing environment that reveals a world beyond southwest Arkansas. UAHT students are diverse in race, ethnic origins, and nationalities. The 2017-2022 Five-Year Action Plan builds upon such diversities through goals, objectives, strategies, activities, resources, accountability, indicators, and timelines as required under Legislative Act 1091 (1999). Everything contained within the Action Plan addresses the College's institutional diversity goals and is consistent with the College's documented progress in reaching minority populations.

Evaluation and assessment of the 2012-2017 Plan grounds the 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.

Diversity coupled with inclusion brings about a nurturing educational environment ideal for learners at all levels, the faculty who teach, and the staff who support. Diversity and inclusion describe an organizational philosophy that seeks, appreciates, and respects individual differences, and where individuals of varying backgrounds and interests grow alongside one another in a secure, nurturing, professional atmosphere. Educators have a responsibility to prepare students for success in multiple environments of changing ethnic, racial, and cultural compositions. The aim is to instill in students the ability to recognize the merit of opposing viewpoints with confidence and self-assurance. Central to that achievement is exposing students to extensive opportunities for a free exchange of ideas and critical thinking skills as a practice of evaluating diverse viewpoints.

Our goals, at their broadest perspective, seek to meet the psychological, self-esteem, and self-actualization needs of all students and the professionals they encounter on campus or in the workplace. The free exchange of ideas leads to insights, lends credibility to processes, and fosters decision-making. The University of Arkansas Community College at Hope-Texarkana believes that it is in the best interest of students to know how to learn, relate, and communicate in multicultural settings. There is little doubt that individuals who intrinsically understand the value of diversity and who appreciate effective communication throughout various environments have a distinct advantage over those who do not. We seek to decrease attrition and implement comprehensive initiatives that address students' needs for academic and career counseling and assist them in making the social, intellectual, and global transitions required from college to career.

## Appendix

### UAHT Minority Recruitment and Retention Five-Year Action Plan (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	Research materials	Chancellor's Cabinet; Vice Chancellor	2018-2022  <b>Ongoing</b>

		employment markets		for Academics	
		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' diversity experiences	CCSSE budget	Vice Chancellor for Student Services	2019-2022 Ongoing
	1.2.2 Utilize Hempstead Hall as a forum to	1.2.2.1 Involve members of diverse	General budgetary considerations	Hempstead Hall Personnel;	2017-2022 Ongoing



	feature components of different cultures	communities in planning programs and activities featured		Community partners; Campus Co-curricular groups	
		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	2.1.1.1 Research and develop a professionally staffed advising office			Completed

	testing, advising, and supplemental instruction				
		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 <b>Completed</b>
		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 <b>Completed</b> 2019-2020 Texarkana <b>Ongoing</b>
		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 <b>Ongoing</b> 2018-2019 Texarkana <b>Ongoing</b>
	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 <b>Ongoing</b>
		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 <b>Completed</b>
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 <b>Ongoing</b>
		2.2.1.2 Identify classrooms requiring enhanced technologies to advance participation	General budgetary considerations	Faculty, Vice Chancellor for Academics, Institutional Technology Personnel	2017-2018 <b>Ongoing</b>

		through Blackboard			
	2.2.2 Identify courses where Blackboard technologies and access supplements instruction	2.2.2.1 Survey current classroom deliveries to identify courses using Blackboard technologies in the classroom	General budgetary considerations	Faculty	2017-2019 Ongoing
		2.2.2.2 Identify classes where using Blackboard technologies can be added to classroom instruction	General budgetary considerations	Faculty	2017-2019 Ongoing
		2.2.2.3 Increase the use of Blackboard for classroom instruction as an assessment tool	General budgetary considerations	Faculty, Vice Chancellor for Academics; Institutional Technology Personnel	2019-2022 Ongoing
		2.2.2.4 Research and develop active learning and learner-centered strategies for more personalized learning	Research materials, operational budgets, scholarship funds	Faculty	2019-2022 Ongoing
2.3 Explore methods of gaining external support for campus diversity.	2.3.1 Develop methods and approaches to create allies in fostering support of campus diversity initiatives	2.3.1.1 Include diversity initiatives in capital campaigns and fundraising efforts.	General fundraising materials	Office of Institutional Advancement; Chancellor's Cabinet	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

### 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

# **ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN**

**JUNE 2020**

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor

## **Progress toward Meeting the Goals of the Five-Year Plan**

1. UACCM continues to be more successful in the recruitment and retention of minority students and staff than in the recruitment of minority faculty. The College sends faculty position announcements to historically black colleges and universities and to the Conway County Branch NAACP members and predominately black churches in the Middle Western District within the region to advertise the availability of faculty positions. The College's inability to attract qualified minority faculty may be attributed in part to neighboring institution's ability to offer more attractive financial rewards.
2. According to the 2018 U. S. Census estimates, the minority population of the College's service area was 16.7%. African Americans comprise 5.3%% of the population and Hispanic 7.4%; other minority groups comprise 11.4%. The minority population of the student enrollment of UACCM for the fall 2019 semester was 26.4%. African Americans comprised 8.9% of the enrollment; Hispanics comprised 9.3% of the enrollment; other minority groups comprised 8.2% of the student enrollment. The enrollment for white students was 73.6% of the enrollment. The total percentage of minority students for fall 2018 was 25.3% and represents a decrease of 1.1% below the fall 2019 percentage of 26.4%. The ethnic student population during fall 2018 was 25.3% above the average rate of the ethnic population of the College's service area of 9.1%.
3. Minorities comprise 8% (7 of 86) of UACCM's full-time staff. Minorities comprise 0.00% (0 of 55) of UACCM's full-time faculty members. Minorities comprise 6% (1 of 17) of UACCM's part-time staff members for the 2019-2020 academic year. Minorities comprise 4% (2 of 45) of UACCM's adjunct faculty members. There are only 2 true adjuncts on June 30, 2020. The 2 minority teach Not for Credit Adult Education courses. Employees in multiple positions not counted twice. Part-time hourly workforce/nursing/adult education instructors are counted into adjunct faculty. Total minorities employed as of June 30, 2020: 10 of 203 (5%).
4. UACCM continues its procedures for recruitment of minority faculty, which includes posting announcements of positions available with the Human Resources and Career Services offices at thirteen historically Black universities in the region, including the University of Arkansas at Pine Bluff and Philander Smith College in Arkansas. UACCM also provides position announcements to Pulaski Technical College, Arkansas Tech University, University of Central Arkansas, and the Arkansas Workforce Center. We also reach out to the Conway County Branch NAACP members and predominately black churches in the Middle Western District.
5. The College provides a variety of academic and student support services to assist students in being successful, including counseling services that include personal, educational, career, and disability counseling, and the successful integration of three services into one department: the

Academic Commons. The Academic Commons is made up of three high usage services that are located out of the classroom but support student success inside the classroom: Tutoring Services, the E. Allen Gordon Library, and the Science Study Lab.

## Revisions to the Five-Year Plan

The fifth report of the current five-year plan was submitted to the Arkansas Department of Higher Education in June 2013. The goals and strategies will be reviewed regularly and the plan will be revised, when necessary.

### 1. Eleventh day student enrollment data (Fall-to-Fall comparison)

*Table 1: Number of Minority Students Enrolled at UACCM*

April 2020 Minority Report					
Total Enrollment Fall 2018 & Fall 2019					
Ethnicity	Fall 2018**	Percent of Enrollment	Fall 2019**	Percent of Enrollment	Percent of College Service Area*
Black, Non-Hispanic	146	7.7%	163	8.9%	5.3%
Hispanic	151	7.9%	171	9.3%	7.4%
Am. Indian/Alaska Native	6	0.3%	3	0.2%	Other groups comprise less than a combined 4% of population of the UACCM's service area.
Asian/Pacific Islander	13	0.7%	15	0.8%	
Hawaiian	1	0.1%	0	0.0%	
Two or More Races	116	6.1%	93	5.1%	
Non-Resident Alien	36	1.9%	32	1.7%	
Race Unknown (or refused to answer)	12	0.6%	7	0.4%	
White, Non-Hispanic	1,421	74.7%	1,352	73.6%	90.9%
<b>Total Enrollment</b>	<b>1,902</b>	<b>100.0%</b>	<b>1,836</b>	<b>100.0%</b>	<b>100.0%</b>

\*Source: U.S. Census Data—2018 State and County Quick-Fact Data Note: “Hispanics may be of any race, so also are included in applicable race categories”; therefore, total may be more than 100%. \*\*Source: ADHE Enrollment Submission Data for Fall 2018 & Fall 2019

## 2. Retention rate of minority students

Table 2: Retention Rate of Minority Students Compared to Student Population\*

April 2020 Minority Report								
Fall to Fall Retention for Fall 2017 Cohort & Fall 2018 Cohort								
Ethnicity	Fall 2017 Cohort*	Percent of Cohort	# Fall 2017 Cohort Enrolled Fall 2018 or graduated by Fall 2018	Fall 2017 Cohort Retention Rate (Fall to Fall)	Fall 2018 Cohort*	Percent of Cohort	# Fall 2018 Cohort Enrolled Fall 2019 or graduated by Fall 2019	Fall 2018 Cohort Retention Rate (Fall to Fall)
Black, Non-Hispanic	31	7.4%	18	58.1%	18	5.0%	9	50.0%
Hispanic	26	6.2%	16	61.5%	27	7.6%	14	51.9%
Am. Indian/ Alaska Native	3	0.7%	2	66.7%	1	0.3%	0	0.0%
Asian/Pacific Islander	2	0.5%	1	50.0%	1	0.3%	1	100.0%
Hawaiian	1	0.2%	1	100.0%	0	0.0%	0	0.0%
Two or More Races	25	6.0%	15	60.0%	19	5.3%	6	31.6%
Non-Resident Alien	4	1.0%	3	75.0%	2	0.6%	2	100.0%
Race Unknown (or refused to answer)	4	1.0%	2	50.0%	3	0.8%	3	100.0%
White, Non-Hispanic	322	77.0%	178	55.3%	286	80.1%	159	55.6%
Total Enrollment	418	100.0 %	236	56.5%	357	100.0%	194	54.3%

\*The “Cohort” is defined as first-time, full-time, degree-seeking students.

Source: UACCM Department of Institutional Research and ADHE Enrollment Submission Data for Fall 2017, 2018, and 2019



Table 3: Fall 2016 Cohort One-Year Vs Two-Year Retention

April 2020 Minority Report						
Fall 2017 Cohort One Year vs Two Year Retention						
Ethnicity	Fall 2017 Cohort*	Percent of Cohort	# Fall 2017 Cohort Enrolled Fall 2018 or graduated by Fall 2018	Fall 2017 Cohort Retention Rate (Fall to Fall)	# Fall 2017 Cohort Enrolled Fall 2019 or graduated by Fall 2019	Fall 2017 Cohort Retention Rate (two year)
Black, Non-Hispanic	31	7.4%	18	58.1%	15	48.4%
Hispanic	26	6.2%	16	61.5%	15	57.7%
Am. Indian/ Alaska Native	3	0.7%	2	66.7%	1	33.3%
Asian/Pacific Islander	2	0.5%	1	50.0%	1	50.0%
Hawaiian	1	0.2%	1	100.0%	1	100.0%
Two or More Races	25	6.0%	15	60.0%	13	52.0%
Non-Resident Alien	4	1.0%	3	75.0%	4	100.0%
Race Unknown (or refused to answer)	4	1.0%	2	50.0%	2	50.0%
White, Non-Hispanic	322	77.0%	178	55.3%	153	47.5%
<b>Total Enrollment</b>	<b>418</b>	<b>100.0%</b>	<b>236</b>	<b>56.5%</b>	<b>205</b>	<b>49.0%</b>

\*The “cohort” is defined as first-time, full-time, degree-seeking students.

Source: UACCM Department of Institutional Research and ADHE Submission Data for Fall 2017, 2018, and 2019

### 3. Analysis of student surveys regarding advertising in targeted media

UACCM conducted a media survey during the 2013-2014 school year to determine the reasons for attending UACCM, what factors influenced the students’ decision to attend UACCM, where they recalled hearing or reading about UACCM, and what media sources they use (newspapers read, radio stations listened to, television stations watched, and social media usage, etc.) We received 299 responses from students, with 15% of respondents classifying themselves as minority students. Results were used to help determine what media we can best use to reach prospective minority students and parents.

In the fall of 2015, we utilized the results of a Media Preferences Survey in collaboration with Interact Communications, a national marketing firm that focuses on two-year colleges. We have received the national results (432 completed surveys), which are stratified by demographics, and we conducted our local college survey this fall. These results help us refine our advertising decisions and get the maximum reach, opportunity and value out of our advertising purchases.

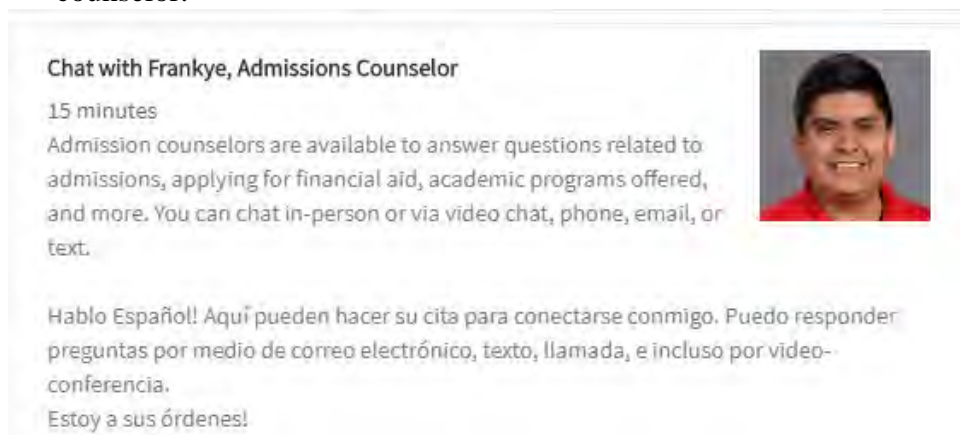
The survey asked students about their media preferences and what they like to do with their free time. It provided critical information for marketing our college and programs in a more cost-effective manner and also helped target recruitment efforts for our programs.

#### **4. Review of marketing and recruitment activities targeted toward members of the minority community**

As the five-year plan is implemented, additional marketing activities will be targeted toward members of the minority community. In spring 2010, the Admissions Office and Financial Aid produced a Spanish translation of important UACCM information to better help students, and their families, understand what the College has to offer. Annually, the College offers the Perry and Addie Brown Scholarship to a minority high school graduate of Conway County.

#### **2019-2020 Minority Recruitment Activities**

1. Use a diverse group student population in marketing materials and advertisements.
2. Website includes specific instructions for undocumented students, which is a high Hispanic population. [http://www.uaccm.edu/enroll/admission/undocumented\\_admission.html](http://www.uaccm.edu/enroll/admission/undocumented_admission.html)
3. Application Booklet includes scholarship links for Non-U.S. Citizens (Page 17)  
<https://studentaid.ed.gov/eligibility/non-us-citizens>  
<http://www.scholarshipsaz.org/scholarships/>  
[www.10000degrees.org/scholarships/outside-scholarships](http://www.10000degrees.org/scholarships/outside-scholarships)
4. Hired a Spanish speaking admissions counselor.
  - a. Campus Tours offered in Spanish upon request.
  - b. Admissions Counseling offered in Spanish (see photo below).
  - c. Recruitment materials developed in Spanish.
  - d. Contact information provided to Arkansas NEXT magazine as Spanish speaking admissions counselor.



5. Partner with local high schools to offer concurrent credit at a discounted rate. In Conway County, the local schools, UACCM, and School Counts split the cost of the tuition and fees for concurrent

students. In many cases, high school students can enroll in either general education or technical and professional courses at little to no cost to the student. Beginning Fall 2018, concurrent courses are offered on Morrilton High School's campus at no cost to the student. This has given students access to obtain concurrent credit who otherwise might not have been able to afford the opportunity.

6. Use a diverse group of students for student panels at events such as large campus tours and the Information Session in the Spring.
7. Provide annual diversity training to the UACCM Student Ambassadors responsible for campus tours.
8. Obtain yearly ACT's contact list for underserved seniors in Arkansas.
9. Make several visits to Danville High School annually, which has a high Hispanic population (approximately 53% minority students). Beginning Fall 2018, Danville High School pays \$50 per credit hour towards a student's tuition for those students who would like to enroll in concurrent courses at UACCM. They are also bussing the students to the UACCM campus.
10. Make a high school visit to Dardanelle High School annually, which has a high Hispanic population (approximately 32% minority students).
11. Make a high school visit to Russellville High School annually, which has a high minority population (approximately 37% minority students). Attend parent teacher conference, college night, etc.
12. Visit the Cradle Care program at Conway High School. The Mission of Cradle Care is "to help teens that become pregnant or have a child complete their education by supporting their academic and emotional needs as well as the developmental needs of their children." Cradle Care typically has a very diverse student population.
13. Offer the ACCUPLACER test at Conway High School, Bigelow High School, Danville High School, Hector High School, Mayflower High School, Nemo Vista High School, Russellville High School, Western Yell High School, Guy Perkins High School, Morrilton High School, Dardanelle High School, and South Side Bee Branch High School so that students who have difficulty coming to UACCM to test are provided that opportunity at their high schools. Accuplacer exam offered remotely free of charge during Covid-19 pandemic.
14. Summer-2019 UACCM offered a free, four day Career Tech Academy where participants have a hands-on learning experience in some of our technical programs. Students completing the 8<sup>th</sup>-12<sup>th</sup> grade-could participate. Similar workshops have been offered the last few summers.
15. Schedule regular visits at adult education centers within the six county area.
16. Annually attend and speak at GED graduations.
17. Continue to award GED scholarships to students who receive their GED within one year and receive a score of 640 or above.
18. Continue to waive 3 credit hours to students who receive their GED and enroll at UACCM within one year of receiving their GED.
19. In 2016 UACCM began offering a Non-Traditional Student Scholarship. Criteria for scholarship includes: First-time, returning, or transfer student; Separated from all regionally accredited institutions for at least the last three years; Cannot have attempted more than 30 credit hours at a regionally accredited institution; Independent student based upon the FAFSA; Admitted to UACCM seeking a degree or certificate. Award amounts are \$500 for students enrolled in 12 or more hours or \$250 for students enrolled in 6-11 credit hours.
20. UACCM continues to offer Career Pathways to students enrolled in approved programs. This program assists students who qualify by being an Arkansas resident and below 250 percent of the federal poverty level. Other requirements include: one or more children under the age of 21 in the home, no previously earned college degrees, employment is an immediate goal upon graduation and must maintain a GPA of 2.0 or above.

21. UACCM offers several programs for non-credit training such as Commercial Driver Training, and ACT Prep.
22. Attended the following College Fairs that had a high minority student population in attendance:
  - a. Pulaski Special School District College Fair. Schools attended: Jacksonville High School, Maumelle High School, Mills High School, North Pulaski High School, Robinson High School and Sylvan Hills High School
  - b. Vilonia Transition Fair. Schools attended: Vilonia, Beebe, Quitman, Greenbrier, Mt. Vernon
  - c. Arch Ford Training Center college fair for HUB students from Van Buren, Conway, Perry, Pope, and Faulkner County.
  - d. Latino College Fair “Camino a la Universidad” –Conway High School
  - e. El Grito—Mexican Independence Day celebration
  - f. Impacting Tomorrow Summit @ UCA—schools from all over the state attended.
  - g. Industrial day-Businesses participated include: Crow Construction, Wayne Smith Trucking, Kontz Electric, Green Bay Packaging, Be Pro Be Proud—Schools attended include: Morrilton, Nemo Vista, Sacred Heart, Wonderview, Perryville, Hector
23. Attended the following Worker Assistance Workshops
  - a. Kimberly Clark—Conway
24. Events we typically attend that were affected due to Covid-19:
  - a. 2020 UACCM Summer Workforce program
  - b. Transition Fair in Faulkner County
  - c. River Valley Skilled Trade Expo which included 8<sup>th</sup>-12<sup>th</sup> grades from Russellville High School as well as students from surrounding schools. Approximately 2,000 in attendance.
  - d. FFA State Convention
  - e. SkillsUSA State Competition
  - f. Annual EAST Conference
  - g. Russellville Senior Career & College signing day

**Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/ Objectives for Increasing Minority Faculty and Staff**

**1. Job fairs attended at predominantly minority institutions of higher education**

An admissions representative worked closely with an instructor from Russellville Adult Education Center who coordinates their GED program. She brings a group of ESL students to our campus annually.

The Coordinator of Enrollment Management attends the annual Job Fair – Conway Adult Education Center/Conway WAGE; a representative from Admissions also attended the Department of Workforce Services Job Fair as well as the Van Buren County Special Transition Fair.

Admissions representatives attends annually the Job Fair at the Conway Adult Ed Center.

In 2016, Admissions representatives attended the JAG (Jobs for America’s Graduates) Career and Education Fair at Conway Junior High. JAG is focused on helping at-risk students to graduate high school and transition into a career or further their education. Even though we have not spoken directly to a JAG class recently, we still see them in other classes when we make high school visits.

## **2. Review of job postings of faculty and staff position announcements to minority affairs offices at colleges and universities, including predominantly minority institutions**

The Human Resources Office at UACCM posts position announcements with the predominantly minority institutions in the region. Announcements of faculty/staff positions are posted with the following historically African American institutions: Arkansas Baptist University, Philander Smith College and the University of Arkansas at Pine Bluff. Most position announcements are posted in the following newspapers: Log Cabin Democrat, Russellville Courier, Arkansas Democrat-Gazette, Petit Jean Country Headlight. Employment opportunities are also posted to the University of Arkansas System-wide employment page.

Letters and emails have also been written and sent to predominantly minority institutions and churches soliciting the recruitment of minority applicants. Emails are sent to minority organizations such as the state and local NAACP offices and Central Baptist College HR Department. The College will continue to search for new initiatives which will enhance the recruitment and retention of minority faculty and staff.

## **3. Mentor activities to insure adequate development of new employees.**

The College provides orientation to all new employees. The Division Coordinators act as mentors for faculty and will assist with the development of minority faculty upon their employment; however, no full-time African American faculty has been employed. There is not a formal mentoring program for staff positions; however, individual supervisors and the Director of Human Resources assist with orientation to the College.

## **4. Number of diversity activities scheduled and attended each semester.**

The Minority Recruitment and Retention Plan includes the formal scheduling of diversity activities. In the past, Black History month was observed by a display of artwork in the College's Library.

Due to recent changes in staff development, we now have an African American who is responsible for multicultural programs and assisting in the recruitment of minority faculty, staff, and students on campus. In the past few years during the month of February, we observed Black History by inviting three outstanding guest speakers to our campus: Senator Joyce Elliott; Dr. Walter Kimbrough, president of Philander Smith College; and Rev. Charles White, National Field Director and Director of Field Operations of the NAACP.

During the month of February 2012, Black History month was observed by inviting an outstanding English Professor Daniel Omotosho Black from Clark Atlanta University as our guest speaker. Omotosho is the founder of the Nzinga-Ndugu rites of passage (or initiation) society—a group whose focus is instilling principle and character in the lives of African-American youth. We also celebrate Black History by decorating bulletin boards and display windows.

On February 28, 2013, we celebrated Black History Month and invited Ms. Elizabeth Eckford of the Little Rock Nine and Dr. Sybil Jordan Hampton, president emeritus of the Winthrop Rockefeller Foundation. On February 6, 2014, we were fortunate to have Former Arkansas Razorback Head Coach

Nolan Richardson. On February 5, 2015, the Philander Smith College Collegiate Choir and Chamber singers graced our campus under the direction of Dr. Jeff Parker. On February 1 through February 12, the Mosaic Templars Cultural Center Dunbar Exhibit was on display in the UACCM Student Union. Also, in celebration of Black History, the Foreign Tongues Poetry Troupe, by way of the Arkansas Arts Council, shared their love for poetry by making an appearance on February 18, 2016. On February 18, 2017, Former Miss Arkansas Lencola Sullivan graced the stage on the UACCM campus in celebration of Black History Month. We were also fortunate to have Mrs. Raye Montague here for a free lecture on April 13, 2017. She is credited with creating the rough draft of the first U.S. Naval ship design using a computer. For Black History Month, Sydney Moncrief made a presentation on February 6, 2018 about "Achieving Greatness." Following that event, Fox 16 News Anchor Donna Terrell of Q-Impact, LLC graced the podium on March 27, 2018 as the speaker for Women's History Month.

In honor of Black History Month, the Committee hosted an inspiring event called "Talks, Thoughts, and Treats" speaker series. On February 13, 2020 our speaker for this event was Dr. Michael Bauer, Assistant Professor of Biomedical Informatics at the UAMS Myeloma Institute. He explained how he uses bioinformatics to research the genetics of myeloma, a cancer in the bone marrow. His presentation was amazing! The series continued with Women's History Month in March 2020 featuring our very own Vice Chancellor for Academic Services Mrs. Diana Arn. Her presentation was captivating and the participation was great. We discontinued the speaker series due to COVID-19, but plans are to resume in the very near future.

The Conway County Branch NAACP sponsors an annual Dr. Martin Luther King Parade in downtown Morrilton, Arkansas followed by a Commemorative program held at the Morrilton Multipurpose Building. After eight years, these events are still ongoing and are supported by the community as well as several area schools making this very successful.

UACCM partnered with the Families First of Conway County which is a program designed especially for minorities with hopes of helping them by providing an environment, information, and resources to help them meet their education needs.

During the months of September and October, we celebrate National Hispanic Heritage by distributing trivia information. The Coordinator of Information and Public Relations and the Coordinator of Multicultural Affairs hosted an event for Native Americans on November 7, 2013 featuring John Two-Hawks, a Grammy and Emmy-nominated recording artist. In November 2014, Will Lang shared stories of his Cherokee and Osage heritage and he also played the flute. On November 17, 2015, the Diversity and Inclusion Committee hosted the Toltec Mounds Archeological State Park held in observance of Native American Heritage Month. Posters of different cultures were ordered and displayed around campus.

The Assistant to the Chancellor/Coordinator of Multicultural Affairs attended workshops on Diversity and Inclusion held at UCA on November 22, 2013, and ASU Jonesboro on April 7, 2014. She also attended the African Methodist Episcopal Leadership Convention/College Fair in July 2014 where approximately 300 juniors and seniors from Arkansas and Oklahoma participated.

In August 2014, August 2015, January 2017, January 2018, January 2019, and January 2020 as a part of Welcome Week activities, the Multicultural Committee partnered with the Student Union and sponsored

a Multicultural Meet-N-Greet event involving students and employees. This is our way of welcoming our students to campus for a great start to a great spring semester.

## **Minority Recruitment and Retention Annual Reports**

### ***Number of minority students who currently attend the institution.***

- Spring 2015 semester, 430 (24.4%) of the College's total enrollment of 1,765 students were minority.
- Fall 2015 semester, 503 (24.6%) of the College's total enrollment of 2,042 students were minority.
- Spring 2016 semester, 425 (24.6%) of the College's total enrollment of 1,729 students were minority.
- Fall 2016 semester, 508 (25%) of the College's total enrollment of 2,029 students were minority.
- Spring 2017 semester, 442 (24.5%) of the College's total enrollment of 1,797 students were minority.
- Fall 2017 semester, 471 (24.5%) of the College's total enrollment of 1,921 students were minority.
- Spring 2018 semester, 422 (25.2%) of the College's total enrollment of 1,675 students were minority.
- Fall 2018 semester, 481 (25.3%) of the College's total enrollment of 1,902 students were minority.
- Spring 2019 semester, 424 (25.5%) of the College's total enrollment of 1,663 students were minority.
- Fall 2019 semester, 484 (26.3%) of the College's total enrollment of 1,838 students were minority.
- Spring 2020 semester, 441 (27.3%) of the College's total enrollment of 1,612 students were minority.

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

One—Assistant to the Chancellor (full-time)  
 One—Admissions Counselor (full-time)  
 One—Maintenance Assistant (full-time)  
 Two—Custodians (full-time)  
 One—Career Pathways Facilitator (full-time)  
 One—Administrative Specialist III for Adult Education (full-time)  
 One—Part-time Child Care Assistant  
 Two—Part-time Adult Education Instructors (non-credit adjunct)

### ***Number and position title of minority faculty and staff who worked in FY19 but left before June.***

One—Part-time Child Care Assistant

During FY2017-2018: Seventeen minority faculty and staff members were employed. (9 FT/4 PT/4 adjunct)

During FY2018-2019: Fourteen minority faculty/staff members were employed (8 FT/3PT/3 adjunct)

During FY2019-2020: Ten minority faculty/staff members were employed (7 FT/1 PT/2 adjunct)



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

**New Minority Staff**

- One new part-time Child Care Assistant (left and came back; gone again)

***Number of minority staff members who currently work for the institution:***

- Seven

**New Minority Faculty**

- No new minority Full-time Faculty

***Number of minority faculty members who currently work for the institution.***

- Two

*\*Part-time hourly nursing, workforce, and adult education instructors are counted into adjunct faculty. Only three true adjunct instructors on June 30, 2019. The two minority teach Not for Credit Adult Ed courses. Employees in multiple positions not counted twice.*

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

- After many recruiting efforts, particularly faculty and staff, minimal progress has been made. After the committee reviewed the applications, it appeared that some of the applicants did not meet the necessary qualifications for the position in which they were applying.
- As for recruitment and retention of minority students, all minority student populations are stable or have a slight increase. To address this issue, a new Diversity and Inclusion Committee (formerly called the Multicultural Affairs Committee) has been created to develop possible ways, methods, and locations to attract and retain minority students. The committee's focus is to increase diversity awareness to the campus through programs and events. This committee is made up of a very diverse group of staff and faculty members committed to this endeavor.

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

- Activities, coordinated by an African-American female, will be added to the plan for the coming year include multicultural programs and recruitment of minority faculty, staff, and students on campus.
- Beginning July 1, 2015, UACCM had a minority vendor for janitorial services; these services ended on June 30, 2017.

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

- See pages 13 and 14

***Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies***

June 2018	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2018	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2019	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2019	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2020	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2020	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2021	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2021	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2022	Submit Annual Minority Recruitment and Retention Report to ADHE.

***Budget for Minority Recruitment and Retention Activities***

The College will continue to utilize the annual budget, including the recruitment and advertising line items, to implement the Minority Recruitment and Retention Plan. As the College attempts to target minority audiences, advertising and promoting the educational and employment opportunities available at UACCM are now posted on our website at [www.uaccm.edu](http://www.uaccm.edu).

***Methods Used for Assessing and Monitoring the Effectiveness of Strategies and for Modifying the Plan***

The College administration will review the annual progress report in meeting the goals and objectives of the Minority Recruitment and Retention Plan, the strategies used in implementing the Plan, and the results of the activities conducted as part of the Plan to determine the effectiveness of the strategies. Modifications will be made in the activities to enhance the College's ability to achieve the identified goals and objectives and increase the recruitment and retention numbers of minority students, faculty, and staff.

**(ACA 6-61-122)**

**ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN**

**JUNE 2020**

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor  
[newsome@uaccm.edu](mailto:newsome@uaccm.edu)  
501-977-2044

Please attach this form to the institution's annual report. General guidelines for the report can be found below:

1. Report the progress that has been made in achieving the goals included in your five-year plan. Address each goal relative to students, faculty and staff.
2. If there are any revisions or updates to the current five-year plan, please include them in this report. Be sure to clearly indicate any sections of the plan that have been revised.
3. Act 1091 of 1999 (ACA 6-61-122) requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable.
4. Submit two copies of the report. ADHE will forward one copy to the Interim House and Senate Education Committees.

## 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.

American Indian	13
Asian	8
Black	6
Hawaiian	2
Hispanic	60
Nonresident Alien	28
Two or more	16
- Number and position title of minority faculty and staff who currently work for the institution  
2 Full-time Faculty positions: Physical Science/Chemistry Instructor  
Biological Science Instructor
- Number of minority full-time faculty, by minority group, who currently work for the institution.  
2 Full-time Faculty positions:  
Physical Science/Chemistry Instructor, Asian  
Biological Science Instructor, Asian
- Number of minority adjunct faculty, by minority group, who currently work for the institution.  
American Indian 2

Number and position title of minority faculty and staff who began working at the institution in the past year: (1) Biological Science Instructor

- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff: UA Rich Mountain consistently advertises and recruits faculty and staff that represent the internationally diverse student body. The College has made great progress in recruiting minority students this last year. The addition of athletic programs has made it possible for the College to broaden its appeal to students and recruit students from various ethnic, religious, and cultural backgrounds, including international students. Our goal was to make the College more appealing to all students by offering competitive academic, co-curricular, and extra-curricular programming. This last year has exceeded our expectations.
- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives. Our objectives have expanded to additional athletic and academic programs that appeal to a broadening student market.
- Include your timeline, budget, and methods used to assess and monitor progress. UA Rich Mountain is an equal opportunity employer and has made a sincere effort to recruit and employ minority faculty and staff.

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



**University of Arkansas Cossatot**

**Minority Recruitment and Retention**

**Annual Report, July 2020**

Submitted to: Arkansas Department of Higher Education

By: Dr. Ashley Aylett

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## I. MINORITY STUDENT RECRUITMENT AND RETENTION

In the area of minority student recruitment, we continue to target the Latino populations with very specific advertising geared towards that group. 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 retaining of minority and high-risk populations. Our Director of Institutional Research is working closing with Student Services to monitor all groups of students so we can better determine areas to target. Minority Student Enrollment is as follows:

### Percentage of minority students, by minority group, who attended UA Cossatot:

	Asian	African American	American Indian/Alaskan Native	Hispanic/Latino	Hawaiian/Pacific Islander
Fall 17/Spring 18	.55%	11.18%	4.27%	27.09%	.55%
Fall 18/Spring 19	.28%	12.18%	4.24%	27.45%	.60%
Fall 19/Spring 20	.53%	12.48%	3.28%	27.93%	.32%

## II. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

UA Cossatot currently has 21 full-time faculty/staff minorities. We continually focus on target minority groups when advertising for positions.

### Number and position title of minority, full-time faculty and staff who currently work for the institution:

	2018 Reporting		2019 Reporting		2020 Reporting	
<b>American Indian</b>	<ul style="list-style-type: none"> <li>Division Chair of Allied Health</li> <li>Director of Human Resources</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Division Chair of Allied Health</li> <li>Director of Human Resources</li> <li>ARNEC Information Specialist</li> </ul>	<b>3</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> </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> </ul>	<b>11</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> </ul>	<b>11</b>

	<ul style="list-style-type: none"> <li>• Administrative Specialist I</li> <li>• (2) Academic Advisor</li> <li>• Administrative Specialist III</li> </ul> Institutional Services Assistant		<ul style="list-style-type: none"> <li>• Institutional Officer Supervisor</li> <li>• Administrative Specialist I</li> <li>• (2) Academic Advisor</li> <li>• Administrative Specialist III</li> <li>• Marketing Coordinator</li> <li>• Project/Program Specialist</li> </ul>		<ul style="list-style-type: none"> <li>• (2) Administrative Specialist I</li> <li>• (2) Academic Advisor</li> <li>• Administrative Specialist III</li> <li>• Coordinator for Center for Student Success</li> </ul>	
<b>Asian</b>	<ul style="list-style-type: none"> <li>• Life Sciences Instructor</li> </ul>	<b>1</b>		<b>none</b>	<b>none</b>	
<b>African American</b>	<ul style="list-style-type: none"> <li>• Institutional Services Assistant</li> <li>• Financial Aid Analyst</li> <li>• Director of Career Pathways</li> <li>• Administrative Specialist III</li> <li>• Truck Driving Instructor</li> <li>• Cashier</li> </ul>	<b>6</b>	<ul style="list-style-type: none"> <li>• Institutional Services Assistant</li> <li>• Financial Aid Analyst</li> <li>• Director of Career Pathways</li> <li>• Administrative Specialist III</li> <li>• Truck Driving Instructor</li> <li>• Cashier</li> </ul>	<b>6</b>	<ul style="list-style-type: none"> <li>• Institutional Services Assistant</li> <li>• Financial Aid Analyst</li> <li>• Director of Career Pathways</li> <li>• Administrative Specialist III</li> <li>• Athletic Director/Head Basketball Coach</li> <li>• YouthBuild Pathway Case Manager</li> <li>• Student Accounts Officer</li> </ul>	<b>7</b>
		<b>19</b>		<b>19</b>		<b>21</b>

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

- In 2018 we lost the single Asian instructor and lost the single African American instructor during 2019 but have retained the Hispanic instructor. It is very difficult for us to recruit minority faculty in our rural area.

<b>Hispanic</b>	<b>TOTAL:</b>
<b>1</b>	<b>1</b>

**Number of minority, part time adjunct faculty who currently work for the institution:**

<b>Hispanic</b>	<b>African American</b>	<b>American Indian</b>	<b>TOTAL:</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>

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

<b>Hispanic</b>	(2) Administrative Specialist I	<b>2</b>
<b>African American</b>	Athletic Director/Head Basketball Coach YB Pathway Advocate Case Manager	<b>2</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. It is difficult for us to recruit minority faculty to our rural area, however, we are improving recruitment of minority staff.

##### **Timeline, Budget Assessment**

##### **TIMELINE:**

- The timeline in judging success of the above efforts ran from July 1, 2019 through June 30, 2020.

##### **BUDGET:**

- With the overall increase in the categories measured, UA Cossatot will maintain the same budgeting levels, except for additional monies being provided for extra marketing efforts towards Latinos and African Americans. The mentioned targets our outlined in the institutions strategic plan, which will expire in 2020. The same targets will be the focus as we move forward.

**University of Arkansas**  
**Minority Recruitment & Retention FY 20 Annual Report**  
**Submitted October 2020**

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 2020)**

Below are DEI programmatic initiatives the university supported between July 1, 2019 - June 30, 2020.

Celebrate Maya Project	\$2,000.00
Tea Rose Foundation Celebrity Waiter Event	\$1,000.00
AIM Conference	\$ 500.00
Plaza de las Americas	\$ 500.00
AAA Alumni Awards Celebration	\$1,200.00
Pride Brunch Sponsorship	\$1,000.00
LULAC Apoyo Latino Gala event	\$1,500.00
Iranian Student Association event	500.00
SHE Festival	\$1,000.00
Compassion Fayetteville events	\$1,225.00
Lemke Hall of Honor event	\$ 800.00
NAACP Scholarship luncheon	\$ 500.00
Hispanic Leadership Council & United Partner Gala	\$ 300.00
MLK Dream Keeper Banquet	\$1,000.00
International Scholar at Risk event	\$ 500.00

**TOTAL**

**\$ 13,525.00**

### **Minority Student Enrollment**

Between the fall 2019 and fall 2020, overall, the number of minority students attending the University of Arkansas increased. However, the number of students for certain groups decreased. The following graph provides the details.

#### **\*MINORITY STUDENT ENROLLMENT**

<b>ETHNICITY</b>	<b>FALL 2019</b>	<b>FALL 2020</b>	<b>% of Total 2020</b>
Hispanic and any race	2,318	2,369	8.6%
American Indian	263	259	0.9%
Asian	663	682	2.9%
African American	1,217	1,202	4.4%
Hawaiian	23	21	0.1%
Two or More Races	1,054	1,088	3.9%
<b>TOTAL</b>	<b>5,538</b>	<b>5,621</b>	<b>20.4%</b>
Foreign (International)	1,433	1,408	5.1%
Ethnicity Not Available	203	219	0.8%

\*(UA Office of Institutional Research)

### **Minority Faculty/Staff**

For FY 20, the university hired 613 employees in both faculty and staff positions. Federally defined minorities accounted for 14.5% of these hires. This number represents a 4.5% decrease for the 2019-2020 school year. Women comprised 53.02% of the new employees while foreign nationals made up 8.32% of the new hires. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in 2019-2020, 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 (2019-2020)**

<b><u>Ethnicity</u></b>	<b><u>2019</u></b>	<b><u>%</u></b>	<b><u>2020</u></b>	<b><u>%</u></b>
African American	45	7.00%	26	4.24%
American Indian	7	1.00%	7	1.14%
Asian	19	3.00%	19	3.10%
Hispanic	35	6.00%	26	4.24%
Native Hawaiian	0	0.00%	0	0.00%
Two or More Races	13	2.00%	11	1.80%
Foreign	52	8.00%	51	8.32%
Unknown	0	0.00%	0	0.00%
Caucasian	469	73.00%	473	77.16%
<b>Totals</b>	<b>640</b>	<b>100.00%</b>	<b>613</b>	<b>100.00%</b>

### **Gender Totals**

Female	333	52.03%	325	53.02%
Male	307	47.97%	288	46.98%
<b>Totals</b>	<b>640</b>	<b>100.00%</b>	<b>613</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
Associate Dean	1
Director of Career Services	1
Director of University Police	1
Project/Program Director	17
Sr. Project/Program Director	3
Assistant Librarian	3
Assistant Professor	94
Assistant Professor – ENGR	19
Assistant Professor - WCOB	18
Associate Professor	46
Assoc Professor - WCOB	5
Assoc Professor-Law	2
Associate Professor - ENGR	8
Associate Librarian	2
Departmental Chairperson	4
Departmental Chairperson-ENGR	2
Departmental Chairperson-WCOB	3
Distinguished Professor	5
Distinguished Professor-ENGR	1
Distinguished Professor-WCOB	1
Instructor	50
Lecturer	28
Cashier	1



Professor	36
Professor – ENGR	14
Professor - WCOB	5
Professor Law	3
University Professor	3
University Professor – ENGR	2
Academic Counselor	19
Administrative Analyst	7
Assistant to The Dean	1
Computer Support Specialist	10
Coordinator of Academic Space	1
Commercial Graphic Artist	1
Development Specialist	2
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	10
Master Scientific Res Tech	2
Mental Health Clinician	2
Police Captain	1
Post-Doctoral Fellow	90

Procurement Coordinator	1
Program Associate	25
Program Technician	14
Project/Program Manager	25
Project/Program Specialist	93
Purchasing Assistant	1
Research Assistant	1
Research Associate	29
Research Field Technician	3
Student Accounts Officer	1
Scientific Research Tech	2
Special Events Coordinator	1
Student Development Specialist	11
Associate for Administration	1
Administrative Specialist I	2
Administrative Specialist II	11
Administrative Specialist III	20
Admin. Supp. Supervisor	9
Advanced Practice Nurse	1
Assoc. Director of Technology	1
Library Specialist	2
Assistant Registrar	1
Associate Registrar	1
Registrar's Assistant	3

Computer Operator	1
Computer Support Technician	5
Concessions/Advertising Mngr	1
Financial Aid Analyst	2
Fiscal Support Specialist	5
HE Public Safety Commander I	3
HE Public Safety Commander II	1
HE Public Safety Commander III	1
HE Public Safety Supervisor	3
HE Public Safety Officer	6
HE Public Safety Security Officer	3
Major Gift Development Officer	1
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	3
Systems Analyst	4
Systems Specialist	1
Heavy Equipment Operator	1
Skilled Tradesman	12

Skilled Trades Helper	3
Research Scientist	3
Security Analyst	1
Software Support Specialist	1
Coordinator of Housekeeping	6
Institutional Service Asst.	41
Institutional Service Super.	3
Instructional Designer	1
Institutional Assistant	1
Institutional Bus Driver	3
Lodge Housekeeping Supervisor	1
Mail Services Coordinator	1
Certified Nursing Assistant	1
Maintenance Coordinator	1
Maintenance Supervisor	1
Medical Records Technician	1
Medical Technologist	1
Teaching Associate	3
Student Applications Spec	1
Telecommunications Specialist	1
Exec. Project/Program Director	2
Director of Bus & Econ Research	1
Director of Outreach	3
Food Preparation Supervisor	1

Senior Library Assistant	2
Archaeologist	1
Fiscal Support Supervisor	1
Assistant Swimming Coach	1
Assistant Coach	4
Assistant Softball Coach	1
Assistant Basketball Coach	2
Assistant Director of Athletics	1
Assistant Track Coach	2
Assistant Trainer	2
Associate Director of Athletics	2
Associate Vice President	1
Dir of Plan & Resource Service	1
Equipment Mechanic	1
Printer	1
Head Strength & Cond. Coach	1
Parking Control Officer	2
Physician-Health Center	3
Regional Audit Manager	1
Shipping and Receiving Clerk	1
UAF Assoc Director of AR Union	1
Vehicle Facilities Coordinator	1
Assoc. Dir. of Univ. Info Tech	1
Exec. Assoc. Athletic Director	1

Fiscal Support Manager	3
Human Resources Recruiter	1
Website Developer	2
Senior Research Assistant	13
Radio Dispatch Operator	1
Photographer	1
Payroll Services Specialist	1
Inventory Control Manager	1
Inventory Control Technician	1
Medical Billing Specialist	1
Occ. Safety Coordinator	1
<b>Total Minority Faculty/Staff</b>	<b>1003</b>

### **Minority Full-time Faculty**

<b>Ethnicity</b>	<b>Number</b>
African American	41
American Indian	10
Asian	131
Hispanic	55
Pacific Islander	00
Foreign	58
Two or More Races	22
<b>Total</b>	<b>317</b>

### **Minority Adjunct Faculty**

<b>Ethnicity</b>	<b>Number</b>
African American	10
American Indian	4
Asian	5
Hispanic	10
Pacific Islander	0
Foreign	7
Two or More Races	2
<b>Total</b>	<b>38</b>

### **Minority Faculty/Staff New Hires by Position**

Administrative Analyst	2
Administrative Specialist I	1
Administrative Specialist II	5
Administrative Specialist III	5
Apprentice Tradesman	1
Assistant Coach	2
Assistant to the Dean	1

Assistant Professor	11
Assistant Professor-ENGR	4
Assistant Professor-WCOB	4
Associate Professor	1
Associate Professor-WCOB	1
Assoc. Dir. of Univ. Info Tech	1
Director of Outreach	2
Fiscal Support Specialist	1
HE Public Safety Officer	1
HE Public Safety Security Officer	1
Head Strength & Cond. Coach	1
Institutional Service Assistant	7
Instructor	10
Laboratory Technician	1
Lecturer	13
Library Technician	1
Medical Billing Specialist	1
OCC. Safety Coordinator	1
Parking Control Officer	1
Photographer	1
Post-Doctoral Fellow	30
Professor	1
Professor ENGR	2
Program Associate	3
Program Technician	1
Project/Program Director	2
Project/Program Manager	2
Project/Program Specialist	10
Radio Dispatch Operator	1
Registrar's Assistant	1
Research Associate	3
Skilled Tradesman	1
Student Applications Spec	1
Teaching Associate	2
Website Developer	1
<b>Total</b>	<b>140</b>



## **I. Progress Made in Meeting Institutional Goals and Objectives Related to Recruitment and Retention of Minority Students, Faculty and Staff for 2018 -2019**

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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 goals that Dr. Murphy-Erby established for the Office for Diversity and Inclusion in fall 2017.

(1) Formulate and prepare to implement a process to engage the campus in developing a campus wide diversity and inclusion strategic plan that will include efforts to enhance the recruitment and retention of minority students, faculty, and staff.

a. A three-year campus diversity and Inclusion plan was completed in Spring 2019 and updated in Summer/fall 2020 in response to social unrest and increased call for enhanced DEI actions on campus and across the nation.

b. In Spring 2019, VC Murphy-Erby implemented a process that requires each campus unit to engage in a DEI planning process that will result in a DEI plan specific to its unit. The planning process included campus wide training on implicit bias and blind spots, an update of a training that is required for all members of search committees, an assessment guide and DEI unit planning guide, and trainings, technical assistance and other strategic efforts to support the planning process. The planning process is implemented in two

phases, the early adopters in phase I began their planning process in spring 2019 and the remainder units will begin their planning process 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 reviews all unit plans annually to provide feedback and to gain a sense of what campus activities are happening and what themes emerge regarding the need for campus wide resources.

(2) Gain campus and executive leadership support to move forward in planning and implementing an institute for diversity and inclusion. Such an institute is essential for multiple reasons. First, it will enhance our campus infrastructure relative to diversity and inclusion thereby assisting to meet UAF's responsibility as a public land grant and flagship university to provide service and leadership for the state relative to diversity and inclusion. In addition, the institute will enhance the research, education, learning and professional development efforts at UAF and across the state relative to diversity and inclusion and strengthen UAF's ability to secure funding to support diversity and inclusion efforts at UAF and across the state.

- a. The IDEALS Institute (Inclusion, Diversity, Equity, Access, Leadership and Strategic Supports) was approved by the UAF Board of Trustees in January 2019 and Arkansas Department of Higher Education in April 2019.
- b. The Executive Director for the Institute was hired in May 2019 and three trainer/facilitators in August 2019 and an HEIC program coordinator (office manager) began in spring 2020.

- c. The Institute received a \$200,000 grant from the Walmart NWA Giving Foundation to begin building and piloting aspects of IDEALS. The Institute launched in Fall 2019.
- (3) Devise and implement a process to enhance coordination and strategic communication on our campus relative to diversity and inclusion.
  - a. Dr. Murphy-Erby identified two key areas that will enhance effectiveness and efficiency of UAF efforts relative to diversity and inclusion, strategic communication, and enhanced coordination. One-step of the plan was to assess the current website, explore the sites of benchmark institutions and consult with experts on best and most effective practices for a dynamic website focused on diversity and inclusion. The assessment process yielded a plan to engage an undergraduate journalism and communication class during spring 18 in a service-learning effort focused on assessing the website, exploring the sites of benchmark institutions, and making recommendations. The assessment also determined the need to engage, graduate students, staff, faculty, and contracted professionals in redesigning the web page during the spring and summer of 2018. In terms of coordination, three main areas of need were determined as initial start points. The first need was to facilitate regular communication among the many people on our campus that have some specific level of responsibility relative to diversity and inclusion leadership. To address this need, a monthly diversity leaders' team was developed and implemented in spring 18. The second need was a process to reduce the ongoing challenge of major diversity and inclusion events on campus occurring at the same time and a way to organize, plan and communicate the events

relative to central themes. The third need was a better way to coordinate requests to and within our campus community for sponsorships to support diversity and inclusion efforts such that UAF distributes funds to support diversity and inclusion in a manner that yields increased impact for the university and the various units. Several teams were formed during fall 17 to explore and propose solutions during the spring and summer of 18.

- i. The website was updated and serves as an essential tool for enhancing communication relative to our campus DEI efforts
- ii. The student efforts informed a DEI strategic communication campaign that the campus is in the process of implementing.
- iii. With the exception of each July, diversity leader meetings now occur monthly. The meetings include faculty and staff that have diversity and inclusion responsibilities as part of their job duties. The team includes approximately 46 members and the members rotate hosting and providing leadership of the monthly meetings. The meetings serve to enhance communication, coordination and to facilitate discussion and problem solving of DEI needs and topics specific to our campus.
- iv. In fall 2018 the Office for DEI assumed responsibility for coordinating external DEI sponsorship efforts. This process is already resulting in the UAF receiving enhanced 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 VC for Diversity and Inclusion; Co-PI(s) and Co- Investigators outside of the Office for Diversity and Inclusion are not listed)*

Continued Awards:

i. Behavioral Health and Workforce Education and Training award - \$1,847,706. Purpose is to increase the number of graduate level social workers that are from underrepresented populations or working to serve rural and underrepresented

communities. PI: Dr. Marcia Shobe; Co-Investigator Dr. Yvette Murphy-Erby.

- ii. NSF – Closing the STEM Labor Gap through a Path to Graduation for Low Income, Rural Students. Purpose to provide mentoring and support to underrepresented students in the Honors College PATH program that are majoring in stem and stem related fields. \$999,000. PI: Dr. Paul Adams; Co-PI, Dr. Yvette Murphy-Erby
- i. Walmart NWA Giving Foundation – IDEALS Implementation Grant \$200,000 for two-years, ending December 30, 2020. The grant purpose is to support implementation of the IDEALS Institute and to pilot test various aspects proposed for the Institute.
- ii. United Way of Northwest Arkansas – Individual Development Assets for Marshallese Families \$211,000 grant over two-years. Purpose to support our outreach and engagement efforts with underrepresented populations and our mission as a land grant institution by promoting the attainment of assets (home ownership, business ownership, car ownership or post-secondary education) within the Marshallese community in Springdale AR. Co-PI(s) Dr. Marcia Shobe and Dr. Yvette Murphy-Erby.

New awards since last report relative to diversity, equity and inclusion goals and strategies

iii. \$3,113,000

Title: Scholarships for Disadvantaged Students (School of Social Work)



Source: Health Resources and Services Administration  
Role: Principal Inv: Marcia Shobe (Co-PIs Yvette Murphy-Erby, Co-Is Sara Collie, Ananda Rosa)  
Dates: September 2020 – August 2024  
Funds: \$2.740,000

Title: Individual Development Accounts (IDAs) in Marshallese Communities in NWA  
Source: United Way of Northwest Arkansas  
Role: Co-Principal Investigators Marcia Shobe and Yvette Murphy-Erby  
Dates: July 1, 2019-June 30, 2021  
Funds: \$213,000

Title: Institute on Truth, Racial Healing, and Transformation (TRHT) Campus Center  
Source: Association of American Colleges and Universities (AAC&U)  
Role: Principal Investigator: Marcia Shobe  
Dates: January 1, 2020-December 31, 2022  
Funds: \$20,000

Title: Emergency Savings Funds for Marshallese Community in NWA  
Source: Prosperity Now / Wells Fargo  
Role: Principal Investigator: Marcia Shobe  
Dates: December 15, 2019 – August 2020  
Funds: \$40,000

Title: TRUE Northwest Arkansas TRAIN Implementation Grant  
Source: Walton Family Foundation and Walmart Foundation  
Role: Principal Investigator Marcia Shobe and Co-Investigator Elecia Smith  
Dates: August 31, 2020-August 31, 2022  
Funds: \$100,000

**TOTAL: \$3,113,000**

(5) Create a sense of synergistic excitement about the work that lies ahead.

The Office for Diversity and Inclusion continues to achieve this goal by:

- delivering numerous presentations;
- engaging in numerous meetings with individuals, groups, units and communities, from within and outside of the UAF campus community about diversity and inclusion and thoughts for moving the UAF campus forward;

- engaging faculty, staff, administrative leadership and students in collaborative teams efforts and conversations, the campus continues to be successful in creating a synergistic excitement about the work that lies ahead.
- The graduate school and international education developed signed partnership agreements with 13 minority serving undergraduate institutions.

## **B. Student: Recruitment/Retention Efforts**

The Center for Multicultural and Diversity Education provides programs and resources to 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, and Inclusion. Note; this role was promoted to the Vice Chancellor level in 2018 and in 2020, the role was moved from the Office of the Provost to the Office of the Chancellor.**

- a. The primary role of the Vice Provost (now Vice Chancellor) for Diversity and Inclusion will be to clearly define, publicize, and implement an institutional commitment and strategic plan for diversity. In doing so, the VC will work to create and sustain a climate in which respectful discussions of diversity are encouraged, acknowledged, and rewarded.

- b. In reaffirming the institution's commitment to equity and inclusion, the VC should develop and implement procedures for reporting bias motivated incidents, and hate crimes.
- c. Active consideration of intersectionality of minoritized identities (identified as race, ethnicity, nationality, gender, sexual orientation, disability, socioeconomic status, spirituality, and faith) within the framework of privilege and oppression.
- d. The VC should be given the appropriate resources to help ensure a significant level of success in achieving the goals and objectives of this office.
- e. The Vice Chancellor for Diversity 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 and Inclusion should play a significant role in the advancement of efforts to create an inclusive, accessible, and welcoming culture on campus.

## **METRICS:**

### Coordinate Campus Conversations

- i. The VC will create a new webpage for the Office needs within **6 months** of appointment.
  - a. The webpage will reflect the missions and visions of the Office of Diversity and Inclusion as well as the University.
- ii. The VC will have met with all college representatives within **3 months** of appointment.
- iii. The VC will establish an Advisory Committee reflective of faculty, staff, and students.
- iv. The VC will host inclusive focus groups that speak to the institutional diversity plan missions and goals.

## **2. ACTION: Establish accountability at every level**

- a. Each unit will be associated with a diversity, equity, and inclusion unit plan that is updated, submitted and reviewed annually. The annual plan will specifically track and report progress in relation to diversity and inclusion. The college diversity plan should reflect the initiative of each departmental plan.
- b. The importance of awareness, relative to diversity, equity, and inclusion, cannot be overstated. Faculty and professional staff will have the opportunity to report accomplishments with regard to social equality, diversity, and global awareness in their teaching, scholarly activities or engagement on annual reports.
- c. Supervisors should ensure employees receive DEI training and provide professional development opportunities for staff in an effort to enrich diversity, equity, and inclusion.
- d. Conduct a Campus Climate Study. This study should be repeated at least every 5 years with follow-up actions taken in targeted areas.
- e. Using higher education diversity campus climate scholarship, design, implement and disseminate findings that lead to improved practice in the areas of (framework from Hurtado, Milem, Clayton-Pedersen, & Allen, 1999):
  - i. Historical legacy of inclusion/exclusion
  - ii. Psychological climate
  - iii. Structural diversity
  - iv. Behavioral dimension
  - v. Demonstrate actively addressing government/policy context and sociohistorical contexts outside of the immediate campus setting

### **OUTCOME:**

Increase the sense of accountability toward Diversity and Inclusion initiatives at every level.

### **METRICS:**

- i. College Level Diversity Plans

- a. Each college will implement a DEI unit plan. This plan shall be reviewed annually.
  - b. Each diversity plan will be reviewed and registered with the Vice Chancellor for Diversity & Inclusion annually.
  - c. Each college will designate a leader and/or coordinator for diversity initiatives.
  - d. All diversity plans will align with the goals and objectives as set by the VC for Diversity and Inclusion.
- ii. Departmental Diversity Plan
  - a. Departmental diversity plans, which should be reflected in the college's plan, will be developed annually. This plan should be reviewed annually and address the following:
    - What school/unit goal(s) did you establish?
    - How have you advanced efforts to create an inclusive, accessible, and welcoming culture within your department on campus?
    - How have you created opportunities for ongoing professional development for staff to strengthen your capacity to meet diversity, equity, and inclusion goals?
    - How have you addressed recruitment and retention?
- iii. Annual Resume Update (Brag Sheet)
  - a. Faculty will have the opportunity to report participation in diversity, equity, and inclusion efforts on annual resume updates (brag sheets). Faculty and staff are encouraged to include their contributions toward diversity in their teaching, research, and/or service-related activities, as appropriate.

### 3. **ACTION**: Recruitment/Retention of diverse faculty

- a. Individual academic units should address the following in their annual reports:
  - Mentorship for underrepresented faculty and staff
  - Evidence of search committee diversity workshop completion
  - Institutional pipeline plan
  - Establish an informational onboarding process that will help in transition to a new community

- b. The VC for Diversity and Inclusion, in collaboration with the Provost, will provide strategic hire funds to award to academic units for opportunity hires.
- c. Develop an institutional procedure for reporting bias motivated incidents and hate crimes
- d. Update/create and advertise inclusive policy (non-discrimination policies and inclusive benefits for various minoritized groups).
- e. Provide resources for organizing and supporting Faculty and Staff Interest/Employee Impact Groups (IGs/RGs) based on social identities.
- f. Support and reward diversity related scholarship (additional grant money for conference attendance when disseminating scholarship too).
- g. Create a targeted engagement process for new faculty/staff.
  - i. Training opportunities on diversity issues at the U of A and in NWA
  - ii. Opportunities for social connections to increase sense of belonging and community
- h. Partner with NWA community for resources and opportunities (including health, such as counseling, and inclusive services).
- i. Encourage units to actively recruit through diversity-focused professional groups such as professional associations identity-based listservs and job fairs.

### **OUTCOME:**

Increase the number of diverse faculty, staff, and student's institution-wide by developing and implementing curriculum, education, training and other supportive resources to meet diversity competencies for faculty, staff, teaching assistants and students.

### **METRICS:**

- i. Develop and provide "tool kit" for search committee.
- ii. Foster faculty-to-faculty mentorship program (this includes staff-to-staff mentorship programs).
- iii. Help individual units create a pathway for first generation and underrepresented students to progress through graduate school.
- iv. Provide funds for opportunity hires and retention.



- v. Strategies will (should) include plans for target hires and mentoring programs for those hires.

**4. ACTION: Promote new scholarship and best practices that engages issues of diversity, social justice, and equity**

**OUTCOME:**

The VC for Diversity and Inclusion will develop an interdisciplinary community of scholars and practitioners from across the campus who contribute to the scholarship of social equity and who are competitive, relative to extramural funding.

**METRICS:**

- i. Establish Center for Equity and Inclusion. This has been updated to an Institute.
- 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 VC for Diversity's role should be that of support and facilitation for the Associate Dean of International Education.

### **METRICS:**

- i. Support for partnerships (faculty led study abroad, faculty and staff exchanges, research partnerships, resource sharing, and international partnerships).
- ii. Departments should be encouraged to bring international speakers to campus.
- iii. Encourage and recognize teaching, research, or service with international focus (Funding for projects and conference attendance/knowledge dissemination; Include international efforts in the new diversity brag sheet area too).
- iv. Help develop and create exchange partnerships with specific international institutions.

### **Progress towards Strategic Actions during this Report Period:**

Progress for this report period includes:

- An updated strategic plan. In response to the social unrest happening across the nation and campus calls for change, the office updated its strategic plan [https://diversity.uark.edu/DEI\\_OneSheet.pdf](https://diversity.uark.edu/DEI_OneSheet.pdf).
- An enhanced focused on strategic actions to diversify the U of A community. Specifically, we established the U A Connection program. The program focuses on attracting underrepresented students to the U of A and providing culturally relevant resources and support, resources to address financial need, enhanced mentorship and enhanced engagement that position the students thrive. In addition, the program employs outreach and engagement efforts that use culturally relevant strategies to build relationships with and engage students, their families and their communities. Twelve students that participated in the UA connections program were enrolled in the U of A as of the 11-day count in Fall 2020.

- Numbers of underrepresented student enrollment is up for Fall 2020. Total minority enrollment is 5,925 which is up more than 300 students from 2019.
- Collaborated with the Black Alumni Society to enhance outreach efforts by making personal contacts to 354 Black students that were accepted to the U of A but had not signed a housing contract or confirmed a commitment to attend the U of A.
- Enhanced focus on sr. leadership accountability for DEI progress, including incorporating progress relative to DEI in the performance evaluations of all Sr. Leaders (Deans, Vice Provosts, Vice, Chancellors, Provosts and Chancellors).
- Development of a strategic communication plan specific to DEI.
- Sara Bishop and Yvette Murphy-Erby delivered a workshop to all campus communicators focused on strategies for effective communication relative to DEI.
- Began implementation of DEI Tips and Strategies Sheet for campus communicators.
- Enhanced focused on the centrality of our diversity priority and the importance of equity in our diversity and inclusivity efforts by moving the office from the Office of the Provost to the Office of the Chancellor and petitioning the Board of Trustees and ADHE to rename the Office for Diversity and Inclusion to the Division for Diversity, Equity and Inclusion.
- The Office for Advancement provided a Director of Development to our office, that will focus on donor development and fundraising for DEI efforts.
- Collaborated with corporate partners to implement career development opportunities focused on preparing students from underrepresented populations.
- Between June and August 2020, the campus hosted 8 2.5 hour webinars with peer group discussions title Transforming the U of A.
- The IDEALS Institute hired three trainers and a program coordinator (office manager).
- The IDEALS Institute has begun to build its brand and is developing its reputation as the go to DEI resource for our campus and region.
- By way of the IDEALS Institute, the U of A received a grant from the American Association of College and Universities and was designated as one of 23 THRT Centers <https://news.uark.edu/articles/52096/new-campus-center-to-focus-on-racial-and-diversity->

[awareness#:~:text=FAYETTEVILLE%2C%20Ark.%20%E2%80%93%20The%20University%20of%20Arkansas%20is,change%20in%20areas%20relating%20to%20diversity%20and%20inclusion.](#)

- The Assistant VC for D & I implemented the plan developed last year 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.
- Piloted the Innovation in Recruitment, Attraction and Retention Pilot Program
- Sr. Fellow for Diversity and Inclusion developed a Bridge Mentoring Program and began a pilot of the program in fall 2020.
- Named to the ASPIRE Alliance by the Association of Public Land Grant Universities. <https://news.uark.edu/articles/50583/university-of-arkansas-named-to-alliance-aimed-at-diversifying-stem-faculty>
- Submitted and received several NSF grants focused on diversity. <https://www.nwaonline.com/news/2020/sep/28/science-grants-aim-to-expand-diversity-in-ua/>

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# **Minority Recruitment and Retention Report 2019-20**

**University of Arkansas - Fort Smith**

October 9, 2020



## **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**

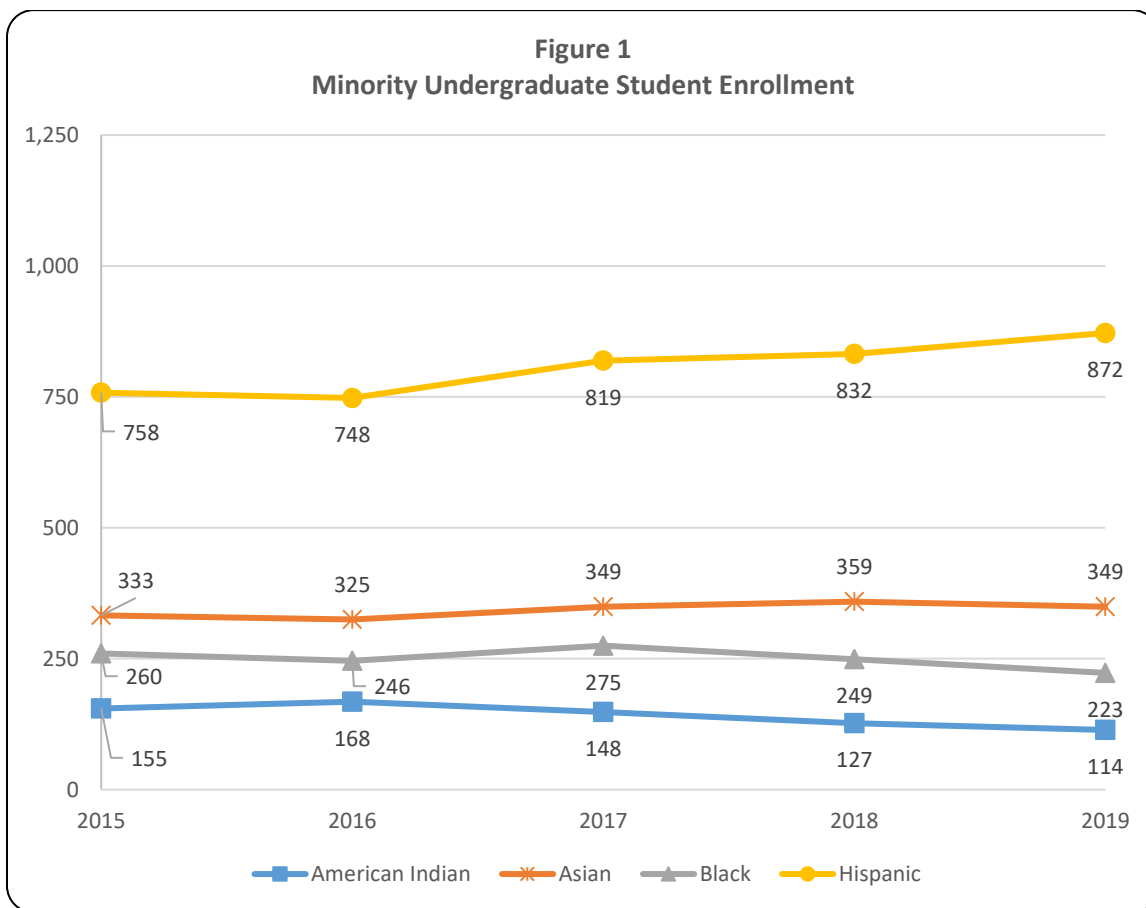
### **Overview**

Total undergraduate census date enrollment for fall 2019 was 6,229 students. This number represents a 4.6 percent decrease in total enrollment from fall 2018, 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 .8 percent increase in Hispanic student enrollment from fall 2018 to fall 2019, and a .4 percent decrease in Asian student enrollment. Enrollment among all other minority groups declined from fall 2018 to fall 2019.

Of the total headcount reported to ADHE for fall 2019, the American Indian population comprised 1.9 percent; the Asian population comprised 5.3 percent; the Hispanic population comprised 13.7 percent; the Black/African American population comprised 3.7 percent (see Figure 1).

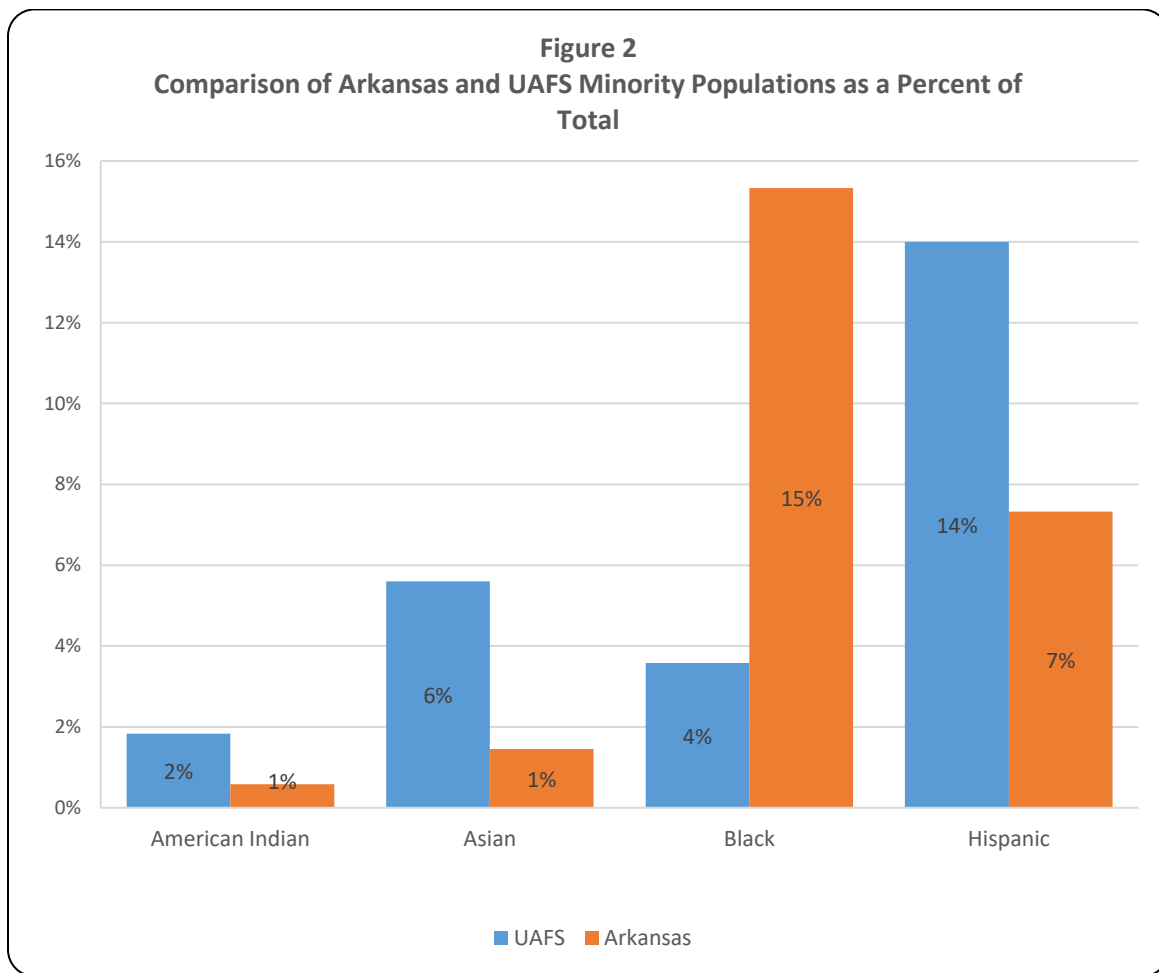


Source: Office of Strategic Analytics and Institutional Research

Since fall 2015, overall undergraduate minority enrollment has increased by 3.5 percent. The largest increase occurred among Hispanic students (15%). Enrollment among Asian students increased by 4.8 percent. Over the same period, undergraduate student enrollment among American Indian and Black/African American students has declined (26% and 14% 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 and 2019. According to the 2019 U.S. Census Bureau's American Community Survey 5-year Estimates, minorities represent 27 percent of Arkansas' total population. Fall 2019 enrollment data

show approximately 25 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, 2014-18 American Community Survey, 5-year Estimates

### Minority Student Recruitment Efforts

UAFS implemented several recruitment initiatives during the 2019-2020 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.

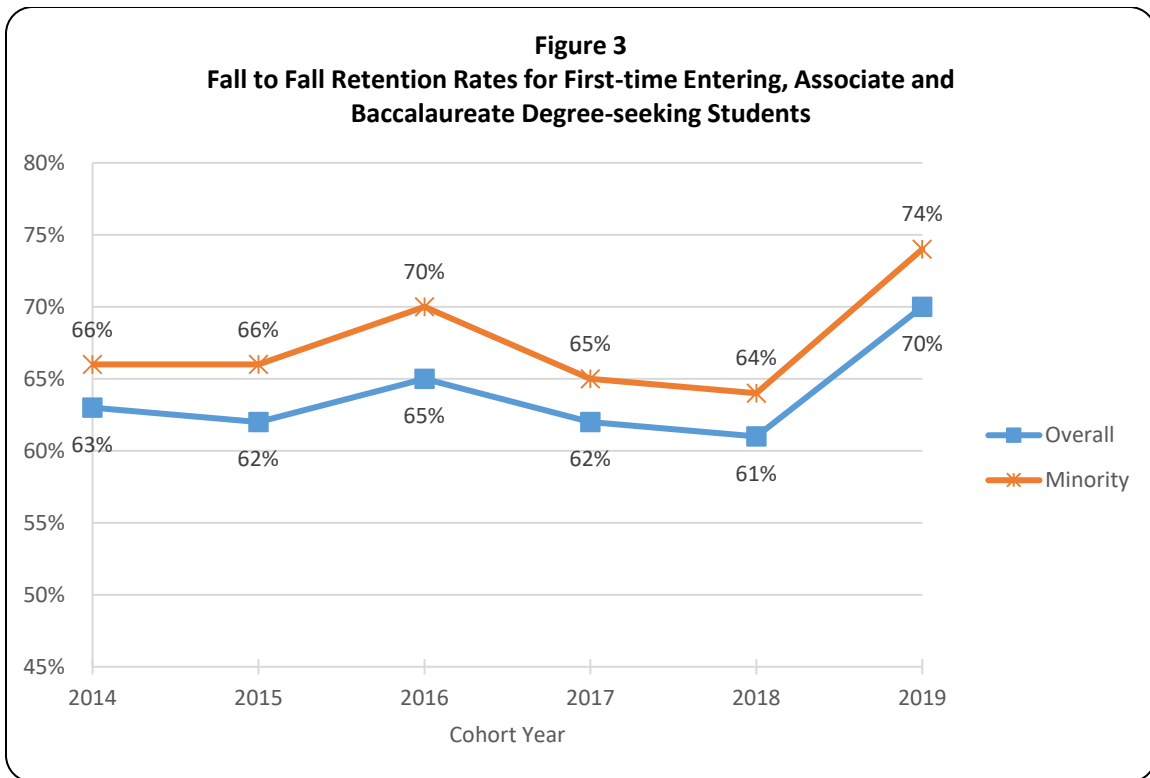
### **Minority Student Retention**

UAFS is committed to student retention and success. From 2015-2019, the overall retention rate for first-time entering, Associate and Baccalaureate degree-seeking students at UAFS steadily increased. There was a period of decline from 2016-2018 for both minority and the overall rate, but the fall 2019 cohorts showed significant increases. Overall and minority retention rates increased for the fall 2019

cohorts (9% and 10% respectively). Minority retention has played a major role in this overall increase. The retention rate for minorities has consistently been higher than the overall retention rate. The highest retention rates among any race/ethnic group in the 2019 cohort at UAFS were reported for Asians and American Indians (90.2% and 76.9% respectively). The overall rate reported for first-time entering, degree-seeking students in the fall 2019 cohort showed a five percent increase over the previous high which occurred for the fall 2016 cohort. Retention rates for the past six first-time entering cohorts are shown in figure 3.

Extensive efforts are in place to increase the retention rates for all student populations. These efforts include entry-level analyses as well as mid-course interventions designed to intercede with students before they withdraw from courses and/or college. UAFS continues to work toward creating new initiatives and improving current efforts to retain these students. UAFS is creating awareness and integration programs to promote and educate cultural tolerance and social issues in the global world and to facilitate conversations on minority issues.

In summer 2017, the University drafted a new retention plan to align with the University's strategic plan for 2017-2022. The new retention plan links retention initiatives and programs to university goals stated in the strategic plan. In addition, the Retention Committee, continues to work on indicators that will allow better monitoring of the University's progress toward achievement of its retention goals and the effectiveness of retention initiatives.



Source: Office of Strategic Analytics and Institutional Research

NOTE: Includes all first-time entering, Associate and Baccalaureate degree-seeking students in the

given cohort

NOTE: Includes all first-time entering, Associate and Baccalaureate degree-seeking students in the given cohort

Minority includes American Indian, Asian, Black/African American and Hispanic.

## Student Retention Services

UAFS designed each of the services detailed below with an eye toward retention and how students may be encouraged to stay in school and graduate.

**Recruitment:** UAFS has a comprehensive recruitment plan designed for high school, adult, and returning students. Admissions staff makes presentations across the region at college fairs, individual high schools, and at area businesses and industries. Prospective students are encouraged to visit campus prior to 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.

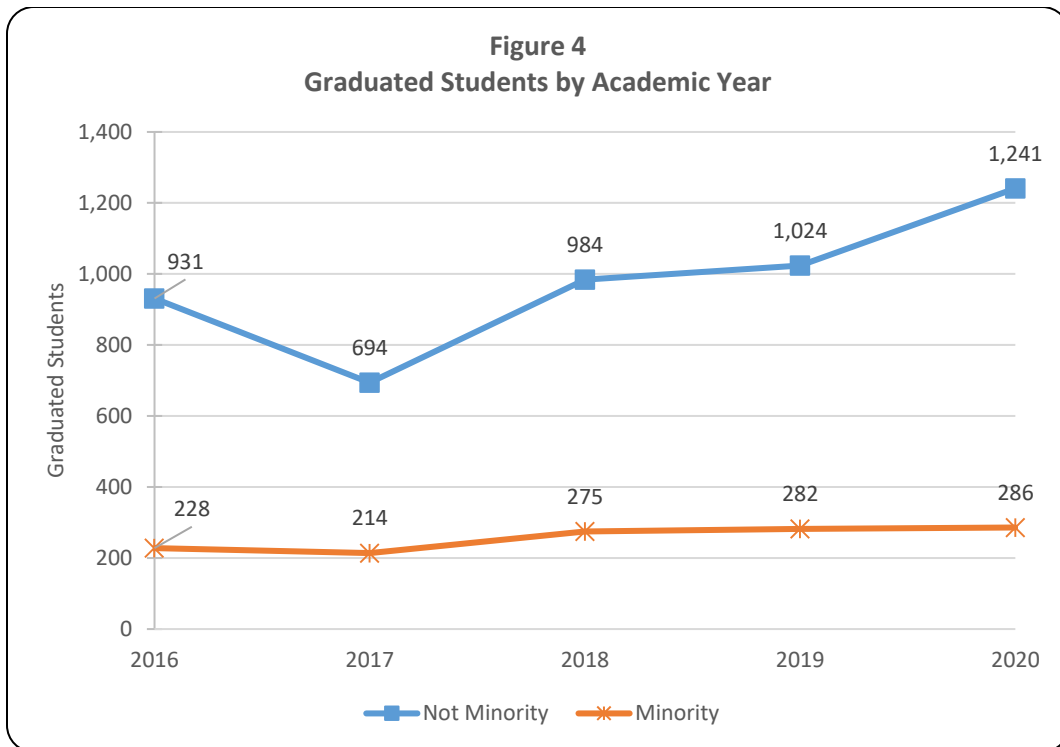
**Native American Students Association** provides current and accurate information about Native American cultures.

**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 Student Graduation**

UAFS awarded degrees or certificates to 286 minority students during the 2019-20 year (July 1 – June 30). In the last 5 years, the number of minority graduates has increased more than 25 percent. These numbers are strong indicators of the university efforts and success of the interventions and the institution's commitment to the success of the minority students (see Figure 4). The 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

NOTES: 1. Includes students graduating with Certificate, Associates, or Bachelor's Degree  
2. Minority numbers include American Indian, Asian, Black/African American and Hispanic

## Summary

The University remains committed to attracting, retaining, and graduating a strong minority population. During the last year, UAFS met each of the goals outlined in its Minority Recruitment Plan.

## Employee Recruitment and Retention

### Overview

The primary role of Human Resources is to support all University units in the accomplishment of their goals by recruiting, hiring, and retaining qualified faculty and staff to carry out the University's mission. As an institution, nothing is more important to our success than the dedication and effort of our employees. 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 %. When compared to the UAFS FY 2019-20 workforce – which includes 19.8% nonwhite employees – the University still has some work to do to close that gap.



## **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.

## **Employee Recruitment**

UAFS is an equal opportunity, affirmative action institution, dedicated to attracting and supporting diverse student, faculty, and staff populations. The University welcomes applications without regard to race, religion, color, sex (including pregnancy, gender identity, and sexual orientation), parental status, national origin, age, disability, family medical history or genetic information, political affiliation, military service, or other non-merit-based factors. Persons must have proof of legal authority to work in the United States on the first day of employment. All applicant information is subject to public disclosure under the Arkansas Freedom of Information Act.

UAFS recruitment activities go beyond local and area newspapers, utilizing several 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, *Chronicle*, *Higher Ed Jobs*, *American Association for Access*, *Journal of Blacks in Higher Education*, *Women in Higher Education*, *Higher Education DEI email*, *American Association for Access, Equity and Diversity*, *People of Color in Higher Education*, *Insight into Diversity*, *Hispanic Outlook*, *LGBT Higher Education website*, *ACUD. Org*, *Academic Diversity*, *Diversity Issues in Higher Education* and through local entities such as the military organizations, agencies offering rehabilitation services, and

other special interest groups. UAFS also frequently recruits through college placement offices and professional organizations whose clientele mirror the diversity of the institution.

The Director of Human Resources is responsible for the University's compliance with all EEO laws.

### **Employee 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, vision, long-term and short-term disability, and life insurance; retirement benefits; a liberal leave and holiday plan; a flexible benefit plan; employee and dependent tuition discount 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)

introducing new hires to the university, their responsibilities, and co-workers by effectively answering questions and concerns, making them aware of policies and expectations, and increasing their comfortability to complete their new jobs. 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 policies, and team building. The orientation program is mandatory for all new full and part-time employees including student workers.

During orientation, employees are introduced to the mission and vision of the institution. They receive training in the institution's policies and procedures, sexual harassment prevention, Title IX, risk management, FERPA, FLSA compliance, and other important university topics.

**Policies & Procedures** – UAFS'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 informal resolution is not possible, employees can utilize the formal grievance procedure. It is important for employees to feel that they have been treated

fairly and to receive proper responses to problems and complaints. The grievance procedure is designed to promote prompt and responsible resolutions to problems and/or complaints.

**New Diversity, Equity and Inclusion (DEI) Department** - Enhancing diversity and cultural competence is critical to developing more enlightened, skilled, and socially responsible citizens. To help achieve this goal, the university added this new unit in FY 2019-20. Staff and faculty of all races, ethnicities, geographic origins, religions, cultures, socioeconomic classes, political perspectives, genders, gender identities, sexual orientations, ages, physical capabilities, veteran status, and intellectual proclivities are empowered to work together in an inclusive, multicultural campus community, contributing to the university's ability to examine issues from multiple unique perspectives. In January we began a nationwide search for an Executive Director for Diversity, Equity and Inclusion to serve as the chief diversity officer for the University and drives the development and implementation of university strategic plans and frameworks for diversity, inclusion, and social equity. This position will report to the Chancellor and be a member of the Chancellor's Cabinet.

**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 the most 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, 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 ensure 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 balance work and family life. UAFS works to provide opportunities (where possible) to help employees achieve this goal through part-time employment, job-sharing, remote work, 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 UAFS 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 interview 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.

### **Employee Data Summary**

**Current Employment Statistics** – UAFS's current Ethnic Summary Report shows that of the individuals employed during FY 2019-2020, 163 or 19.8% 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 2009-2010 showed 1,345 employees with 108 minorities, or 10.6%. 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 2019-2020. UAFS employed 27 faculty and staff members during FY20 who are foreign nationals. In addition, we employed 2 foreign national students.

The following chart details the number of minority faculty and staff newly hired during FY 2019-2020 and their position categories. This includes full-time and part-time employees.

POSITION CATEGORY	NUMBER OF STAFF
Non-Instructional Staff	7
Faculty	8
Other (includes tutors, student help, etc.)	11
<b>TOTAL</b>	<b>36</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 2019-20 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  
October 2020**

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)**

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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 2019 enrollment percentages, categorized by ethnicity, are as follows:

White	54.6%
African-American	22.4%
Hispanic	3.8%
Unknown/Not Disclosed	0.6%
Non-Resident Alien	5.3%
Two or More Races	10.6%
Asian	2.2%
Amer. Indian/Alaskan	0.4%
Hawaiian/Pacific Islander	0.0%

## Minority Student Enrollment

Table 1: UA Little Rock Minority Student Enrollment for Fall 2010 through Fall 2019

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African-American	3,063	3,022	2,903	2,856	2,694	2,687	2,625	2,603	2,408	2,150
Hispanic	459	341	345	358	351	414	417	407	402	362
Amer.Ind/Alaskan	72	51	37	42	45	37	33	34	28	40
Asian	343	307	308	318	269	275	268	228	218	209
Hawaiian/Pac Isl	0	0	1	1	0	0	0	0	0	0
Two or more races	304	511	688	785	859	988	1,027	988	978	1,019
<b>Total Minority</b>	<b>4,241</b>	<b>4,232</b>	<b>4,282</b>	<b>4,360</b>	<b>4,218</b>	<b>4,401</b>	<b>4,370</b>	<b>4,260</b>	<b>4,034</b>	<b>3,780</b>
<b>Minority/Total</b>	<b>32.2%</b>	<b>32.4%</b>	<b>33.3%</b>	<b>35.2%</b>	<b>36.2%</b>	<b>37.0%</b>	<b>37.5%</b>	<b>36.6%</b>	<b>38.4%</b>	<b>39.5%</b>
White	8,181	8,013	7,797	7,326	6,784	6,857	6,692	6,639	5,827	5,233
Non-resident Alien	438	486	545	498	480	481	464	638	573	510
Unknown	316	337	248	193	163	152	139	87	81	58
<b>Total Students</b>	<b>13,176</b>	<b>13,068</b>	<b>12,872</b>	<b>12,377</b>	<b>11,645</b>	<b>11,891</b>	<b>11,665</b>	<b>11,624</b>	<b>10,515</b>	<b>9,581</b>

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 36.2% in 2014 to 39.5% in 2019. The percentage of minority residents for Pulaski County according to the 2017 U.S. Census estimates is 48.1% (<https://datausa.io/profile/geo/pulaski-county-ar/#demographics>). UA Little Rock minority

enrollment does not yet match the regional demographics, but overall it is moving towards this goal.

### **First-Time Undergraduate Minority Enrollment for Fall 2010-2019.**

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 4 years. Total first-time students have fallen since fall 2015 as well. The number of minority first-time freshmen as a percentage of total first-time freshmen decreased in fall 2019, from fall 2018, to 59.4% of the total first-time students, though this percentage is equal to or higher than four of the previous five years. Further, the percentage of first-time undergraduate minority enrollment per total first-time undergraduate enrollment has increased from 37.0% in Fall 2010 to 59.4% in Fall 2019.

Table 2: UA Little Rock First Time Undergraduate Minority Enrollment

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African-American	188	260	202	210	209	254	218	215	187	127
Hispanic	40	34	40	30	31	50	59	43	34	21
Amer.Ind/Alaskan	24	20	27	17	16	28	35	17	18	10
Asian	0	4	1	2	2	2	3	1	3	4
Hawaiian/Pac Isl	0	0	0	0	0	0	0	0	0	0
Two or more races	43	37	140	119	122	182	149	142	137	185
<b>Total Minority</b>	<b>295</b>	<b>355</b>	<b>410</b>	<b>378</b>	<b>380</b>	<b>516</b>	<b>464</b>	<b>418</b>	<b>379</b>	<b>347</b>
<b>Minority/Total</b>	<b>37.0%</b>	<b>38.5%</b>	<b>48.4%</b>	<b>56.3%</b>	<b>51.8%</b>	<b>59.4%</b>	<b>57.0%</b>	<b>54.4%</b>	<b>63.1%</b>	<b>59.4%</b>
White	450	471	397	260	333	322	328	313	189	212
Non-resident Alien	26	29	39	33	21	25	16	34	30	24
Unknown	27	68	1	0	0	5	6	1	3	1
<b>Total Students</b>	<b>798</b>	<b>923</b>	<b>847</b>	<b>671</b>	<b>734</b>	<b>868</b>	<b>814</b>	<b>766</b>	<b>601</b>	<b>584</b>

Source: UALR Office of Institutional Research

### **Undergraduate Minority Enrollment for Fall 2010-2019.**

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 and then a 0.9% increase in Fall 2019. The minority enrollment in Fall 2019 reached its highest percentage rate of total enrollment in the last 10 years.

Table 3: Undergraduate & High School Concurrent Enrollment for Fall 2010-2019\*

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African-American	2,521	2,504	2,423	2,405	2,290	2,295	2,235	2,216	2,038	1,799
Hispanic	396	280	293	310	314	364	377	358	341	315
Amer.Ind/Alaskan	286	260	262	270	230	236	232	207	188	167
Asian	56	36	26	32	32	27	27	24	18	27
Hawaiian/Pac Isl	0	0	0	1	0	0	0	0	0	0
Two or more races	278	450	629	727	800	921	944	886	868	933
<b>Total Minority</b>	<b>3,537</b>	<b>3,530</b>	<b>3,633</b>	<b>3,745</b>	<b>3,666</b>	<b>3,843</b>	<b>3,815</b>	<b>3,691</b>	<b>3,453</b>	<b>3,241</b>
<b>Minority/Total</b>	<b>33.8%</b>	<b>34.0%</b>	<b>35.2%</b>	<b>37.6%</b>	<b>39.1%</b>	<b>40.1%</b>	<b>40.7%</b>	<b>39.6%</b>	<b>41.7%</b>	<b>42.6%</b>
White	6,503	6,342	6,189	5,816	5,360	5,446	5,325	5,303	4,526	4,097

Non-resident Alien	213	256	312	271	230	189	163	307	291	249
Unknown	213	249	177	138	128	97	71	23	16	26
<b>Total Students</b>	<b>10,466</b>	<b>10,377</b>	<b>10,311</b>	<b>9,970</b>	<b>9,384</b>	<b>9,575</b>	<b>9,374</b>	<b>9,324</b>	<b>8,286</b>	<b>7,613</b>

\*Includes Undergraduates (which includes Post-Baccalaureate) & High School Concurrent Students

Source: UALR Office of Institutional Research

### Total Undergraduate Minority Enrollment by Academic Year 2010-2019

Table 4 shows unduplicated undergraduate minority enrollment for the entire year (as opposed to the fall census snapshot). Note that 2018-19 data has been updated here from the 2018 report, to include Summer I Off-Schedule data. Undergraduate minority enrollment has decreased since 2015-16.

Table 4: Unduplicated Undergraduate Enrollment for AY 2010-11 through 2019-20\*

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
African-American	3,197	3,136	3,009	2,949	2,893	2,842	2,705	2,642	2,515	2,234
Hispanic	450	313	335	327	347	375	412	565	485	319
Asian	268	247	273	265	253	251	237	224	233	198
Amer. Ind/Alaskan	59	44	35	39	39	38	31	28	24	40
Hawaiian/Pac Isl	0	0	0	1	0	0	0	0	0	0
Two or More Races	306	414	580	652	724	824	863	832	863	989
<b>Total Students</b>	<b>4,280</b>	<b>4,154</b>	<b>4,232</b>	<b>4,233</b>	<b>4,256</b>	<b>4,330</b>	<b>4,248</b>	<b>4,291</b>	<b>4,120</b>	<b>3,780</b>

\*Includes only Undergraduates (which includes Post-Baccalaureate)

\*AY 2018-19 has been updated with the final counts. When report was submitted last year, Summer I Off-Schedule data was not available at that time. Source: UALR Office of Institutional Research

### Graduate Student Minority Enrollment for Fall 2010-2019

UA Little Rock's overall graduate student enrollment (Table 5) declined sharply in 2014 and has shown modest growth since then through fall 2018. Individual minority categories show leveling or decline over the six year period since 2013. 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)\*

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
African-American	542	518	480	451	404	392	390	387	370	351
Hispanic	63	61	52	48	37	50	40	49	61	47
Asian	57	47	46	48	39	39	36	21	30	42
Amer. Ind/Alaskan	16	15	11	10	13	10	6	10	10	13
Hawaiian/Pac Isl	0	0	1	0	0	0	0	0	0	0
Two or More Races	26	61	59	58	59	67	83	102	110	85
<b>Total Students</b>	<b>704</b>	<b>702</b>	<b>649</b>	<b>615</b>	<b>552</b>	<b>558</b>	<b>555</b>	<b>569</b>	<b>581</b>	<b>538</b>

\*Includes Graduate & Law Students. Source: UALR Office of Institutional Research

## Minority Recruitment and Retention Data

UALR records minority student enrollment information for every term of the academic year. It also maintains a cohort database that allows the tracking of retention and graduation rates by any field, including ethnicity. The recruitment and retention data in this report are based on enrollment on the fall census date. Complete minority enrollment data can be found on the website of the UALR Office of Institutional Research: <http://ualr.edu/institutionalresearch>.

### Retention

The total minority student retention rate decreased from last year. The African American and Two or More Races new student one-year retention rate was the lowest rate in the last ten years, while that of Hispanic students also decreased. Asian student retention sharply increased for the highest retention rate in the last ten years.

Table 6: Minority Students One-Year Retention Rates for Entering Undergraduates\*

	Fall 2010 Returned Fall 2011	Fall 2011 Returned Fall 2012	Fall 2012 Returned Fall 2013	Fall 2013 Returned Fall 2014	Fall 2014 Returned Fall 2015	Fall 2015 Returned Fall 2016	Fall 2016 Returned Fall 2017	Fall 2017 Returned Fall 2018	Fall 2018 Returned Fall 2019
African-American	58.8	65.3	66.7	65.7	67.5	60.4	66.0	66.0	56.5%
Hispanic	57.9	78.8	76.9	83.3	80.6	78.7	78.8	72.5	61.8%
Asian	66.7	90.0	87.5	87.5	93.8	77.8	82.4	81.3	94.1%
Amer. Indian/Alaskan	-	0	0	100.0	100.0	100.0	33.3	-	100.0%
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-
Two or More Races	62.8	73.5	74.1	72.8	76.7	71.9	63.0	69.6	65.1%
<b>Total Minority</b>	<b>59.9</b>	<b>68.3</b>	<b>71.4</b>	<b>70.5</b>	<b>73.0</b>	<b>67.4</b>	<b>67.6</b>	<b>68.5</b>	<b>62.3%</b>
White	62.0	65.6	65.9	70.2	70.6	71.0	71.6	64.9	71.5%
Non-Resident Alien	73.1	85.7	86.8	84.8	66.7	76.0	75.0	76.7	83.3%
Unknown	59.1	63.6	100	-	-	60.0	66.7	-	50.0%
<b>Total Students</b>	<b>61.5</b>	<b>67.2</b>	<b>69.6</b>	<b>71.1</b>	<b>71.7</b>	<b>68.9</b>	<b>69.3</b>	<b>67.4</b>	<b>66.2%</b>

\*Includes first-time, full-time undergraduates only; Source: UALR Office of Institutional Research

### Completion

The Six-Year Minority Student Graduation rate for first time in college students at UA Little Rock has increased significantly across the last several years, from 12.7% completion rate for the Fall 2006-Summer II 2012 cohort to 41.6% completion rate for the Fall 2013-Summer II 2019 cohort. The six-year graduation rate for African-American students has increased from 9.7% for the Fall 2006-Summer II 2012 cohort to 33.3% completion rate for the Fall 2013-Summer II 2019 cohort. The graduation gap between white and African-American students had narrowed from a 22% gap to no gap (0.0%) between the Fall 2012 to Summer II 2018 cohorts. However, the gap has increased again between the most recent cohorts to 10% points, due to a 10% increase in the white cohort's completion rate as the African-American cohort's graduation rate remained relatively stable.

Table 7: Six-Year Graduation Rates for First-time in College Undergraduates\*

	Fall 2006 - Summer II 2012		Fall 2007 - Summer II 2013		Fall 2008 - Summer II 2014		Fall 2009 - Summer II 2015		Fall 2010 - Summer II 2016		Fall 2011 - Summer II 2017		Fall 2012 - Summer II 2018		Fall 2013 - Summer II 2019	
	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%
African-American	22/227	9.7%	39/321	12.1%	27/219	12.3%	26/222	11.7%	38/187	20.3%	69/248	27.8%	69/195	35.4%	67/201	33.3%
Amer. Indian/ Alaskan	0/4	0.0%	2/6	33.3%	3/10	30.0%	0/1	0.0%	0/0	-	0/3	0.0%	0/1	0.0%	1/2	50.0%
Asian	4/8	50.0%	13/19	68.4%	4/12	33.3%	9/18	50.0%	10/24	41.7%	11/20	55.0%	14/24	58.3%	11/16	68.8%
Hispanic	7/21	33.3%	2/17	11.8%	9/25	36.0%	12/29	41.4%	11/38	28.9%	12/33	36.4%	16/39	41.0%	13/30	43.3%
Hawaiian/Pacific Islander	0/0	-	0/0	-	0/0	-	0/0	-	0/0	-	0/0	-	0/0	-	0/0	-
Two or More Races	0/0	-	0/0	-	0/0	-	7/34	20.6%	14/43	32.6%	9/34	26.5%	54/139	38.8%	59/114	51.8%
<b>Total Minority</b>	<b>33/260</b>	<b>12.7%</b>	<b>56/363</b>	<b>15.4%</b>	<b>43/226</b>	<b>16.2%</b>	<b>54/304</b>	<b>17.8%</b>	<b>73/292</b>	<b>25.0%</b>	<b>101/338</b>	<b>29.9%</b>	<b>153/398</b>	<b>38.4%</b>	<b>151/363</b>	<b>41.6%</b>
White	78/335	23.3%	118/449	26.3%	105/349	30.1%	126/366	34.4%	124/429	28.9%	147/439	33.5%	131/370	35.4%	103/238	43.3%
Non-Resident Alien	2/3	66.7%	0/0	-	0/0	-	1/2	50.0%	15/26	57.7%	16/28	57.1%	21/38	55.3%	16/33	48.5%
Unknown	1/7	14.3%	0/2	0.0%	3/5	60.0%	0/2	0.0%	5/22	22.7%	19/66	28.8%	1/1	100.0%	-	-
<b>Total Non-Minority</b>	<b>81/345</b>	<b>23.5%</b>	<b>118/451</b>	<b>26.2%</b>	<b>108/354</b>	<b>30.5%</b>	<b>127/370</b>	<b>34.3%</b>	<b>144/477</b>	<b>30.2%</b>	<b>182/533</b>	<b>34.1%</b>	<b>153/409</b>	<b>37.4%</b>	<b>119/271</b>	<b>43.9%</b>
<b>Total Students</b>	<b>114/605</b>	<b>18.8%</b>	<b>174/814</b>	<b>21.4%</b>	<b>151/620</b>	<b>24.4%</b>	<b>181/674</b>	<b>26.9%</b>	<b>217/769</b>	<b>28.2%</b>	<b>283/871</b>	<b>32.5%</b>	<b>306/807</b>	<b>37.9%</b>	<b>270/634</b>	<b>42.6%</b>

\*Includes first-time in college, full-time undergraduates only. This statistic only counts students who started at UALR as first-time, full-time undergraduates and does not take into account transfer students who graduate or part-time students who take longer than six years to graduate. For categories with small numbers of first-time, full-time freshman, the differences may not be statistically meaningful. Source: UALR Office of Institutional Research



## Summary of Minority Student Recruitment and Retention

Although UA Little Rock enrollment overall declined again this year, minority enrollment as a percentage of total enrollment increased to its highest level in the last ten years, to 39.5%. The minority enrollment rate has showed a steady increase across the last ten years, from 32.2% of the total enrollment in Fall 2010 to 39.5% in Fall 2019. Undergraduate minority enrollment has decreased in number along with overall enrollment declines. Although graduate minority enrollment numbers had increased slightly for the previous four years (2014-2018), with a 4% increase overall, and a 2% increase from 2017 to 2018, these graduate numbers sharply decreased in 2019 (from 581 in 2018-19 to 538 in 2019-20). An important enrollment challenge for the next few years is to increase African American and Hispanic graduate student enrollment.

Due to small cohort sizes, retention rate comparisons among race/ethnic categories are not possible. However, it is important to note that the completion rate of minority students as a whole continues to increase, with a 28.9% total increase over the last 4 years. The completion rate for all minority students has risen across the last eight years to reach 41.6% in 2019.

## 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. <https://ualr.edu/studentsuccess/>
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. <https://ualr.edu/trioecocets/>

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/campuslife/mc/programs/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. <https://ualr.edu/campuslife/mc/>

### III. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

#### Faculty

Table 8: UA Little Rock Minority Full-Time Faculty by Ethnic/Racial Category and Rank: 2019

	Chair	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African-American	1	2	7	11	3	<b>24</b>
Hispanic	0	2	6	1	2	<b>11</b>
Asian/Pacific Islander	3	20	13	11	1	<b>48</b>
Native American	0	0	0	1	0	<b>1</b>
2 or More Races	0	1	4	1	0	<b>6</b>
Unknown	0	5	7	1	5	<b>18</b>
<b>Total Minority*</b>	<b>4</b>	<b>30</b>	<b>37</b>	<b>26</b>	<b>11</b>	<b>108</b>

Source: UALR Department of Human Resources

\*Excludes Unknown

The largest minority group was comprised of 48 faculty members who identified as Asian/Pacific Islander. The raw numbers for all minority faculty members decreased from last year's numbers, except for faculty who identified as Hispanic or Two or more races categories, which increased by 2 and 6 faculty respectively.

The number of African-American faculty members, after having increased in both 2016 and 2017, fell to the lowest number in 6 years. The total number of full-time faculty members for 2019 period (July 1, 2018 to June 18, 2019) was 389. See Appendix A for minority faculty by rank.

Table 9: Full-Time Faculty by Ethnic/Racial Category from 2014 to 2019

	2014	2015	2016	2017	2018	<b>2019</b>
African-American	29	27	31	34	26	24
Hispanic	7	8	9	7	9	11
Asian/Pacific Islander	44	43	45	51	50	48
Native American	1	1	0	1	1	1
2 or More Races	6	15	12	4	-	6
Unknown	33	34	29	33	21	18
<b>Total (Excluding Unknown)</b>	<b>87</b>	<b>94</b>	<b>97</b>	<b>97</b>	<b>86</b>	<b>90</b>

Source: UALR Department of Human Resources: \*There are 389 Full Time Faculty Members from July 1, 2018 - Report Run Date of June 18 2019

The goal for minority faculty employment is based on the data extracted from Digest of Educational Statistics (2015-2016) which lists the number of persons receiving doctoral degrees by race/ethnicity. Current 2019 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 2019, by appropriated titles.

Table 10: UALR Minority Full-Time Faculty Percent Compared to Goals

	2014	2015	2016	2017	2018	2019	Goal	Status
African-American	6.6%	6.7%	8.9%	8.2%	6.7%	6.6%	6.3%	<b>0.3%</b>
Hispanic	1.6%	2.0%	1.8%	1.7%	2.3%	3.0%	5.2%	<b>-2.2%</b>
Asian/Pacific Islander	10.1%	10.7%	13.4%	12.3%	12.9%	13.2%	5.9%	<b>7.3%</b>
Native American	.2%	0.2%	0.3%	0.2%	0.3%	0.3%	0.4%	<b>-0.1%</b>
2 or More Races	1.4%	3.7%	1.0%	1.0%	0.0%	1.7%	0.4%	<b>1.3%</b>
<b>Total Percentage</b>	<b>19.9%</b>	<b>23.4%</b>	<b>25.4%</b>	<b>23.4%</b>	<b>22.1%</b>	<b>24.8%</b>	<b>18.2%</b>	<b>6.6%</b>

Source: UALR Department of Human Resources: \*There are 389 Full Time Faculty Members from July 1, 2018 - Report Run Date of June 18 2019

The total percentage of minority, full-time faculty increased from 22.1% in 2018 to 24.8% in 2019, representing an increase of 2.7%. UALR exceeded its established goal for total percentage of minority, full-time faculty (18.2%) by 6.6%. The percentage of faculty members who identified as African-American increased slightly, by 0.3%, rising just above the institutional goal of 6.3%. The percentage of Asian/Pacific Islander faculty members increased by 0.3% over last year. The percentage of faculty members who identified as Hispanic increased by 0.7%, still leaving the institution at 2.2% below its goal in this category, although each year since 2017 shows a modest increase.

Table 11: New Faculty Minority Hires 2014 to 2019

	2014	2015	2016	2017	2018	2019
African-American	7	6	3	5	4	1
Hispanic	-	-	-	-	-	1
Asian/Pacific Islander	2	2	7	2	5	1
Native American	-	-	-	-	-	1
2 or More Races	-	-	-	-	-	-
Unknown	-	-	-	1	1	0
Total	9	8	10	8	10	4

Source: UALR Department of Human Resources

As seen in Table 11, with the university facing a difficult financial crisis, there were only four minority faculty new hires in 2019: one who identified as African-American, one who identified as Hispanic; one who identified as Asian/Pacific Islander, and one who identified as Native American.

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. <https://ualr.edu/diversity/council/>
3. The UA Little Rock Diversity Council has conducted three studies: 1) an updated campus climate diversity survey in 2018 and 2) a Minority Faculty Recruitment and Retention report in 2014; and 3) a 2019 Campus Diversity Survey of faculty, staff, and students. <https://ualr.edu/diversity/council/reports-and-surveys/>. The 2014 study 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 from 2014-2018, we should have a consistently growing number of minority faculty members overall and this is not the case. Table 9 shows that the total number of minority-identified faculty members has fluctuated over the last six years. Even with retirements and the continuing overall decline in faculty size at UA Little Rock, we should expect to see an increase in minority faculty numbers. This suggests that minority faculty retention must become a priority project in the coming years. Four years ago, UA Little Rock instituted a faculty mentoring program (<https://ualr.edu/provost/faculty-mentors/>) 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 2019, there were 822 staff members at UALR as shown in Table 12. Of that number 334 (excluding unknown), or 40.6%, were minorities, which increased from 39.7% in 2018. African-Americans represented the largest minority staff group with 262 staff members, or 31.9% of the total staff population. Administrative/Managerial staff numbers increased slightly from 2018 (19 total in 2019 as compared to 15 total in 2018).

Table 12: Full-Time Staff by Ethnic/Racial Category and EEO Position Category: 2019

	African-American	Hispanic	Asian/ Pacific Islander	Native American	White	2 or More Races	Unknown	Total
Administrative/ Managerial	14	0	1	0	61	4	0	<b>80</b>
Other Professionals	156	21	8	0	327	16	3	<b>531</b>
Technical & Paraprofessional	11	2	1	0	12	1	2	<b>29</b>
Clerical & Secretarial	27	4	1	1	44	7	2	<b>86</b>
Skilled Crafts	5	0	1	0	23	0	0	<b>29</b>
Service/Maintenance	49	1	1	0	14	2	0	<b>67</b>
<b>Total</b>	<b>262</b>	<b>28</b>	<b>13</b>	<b>1</b>	<b>481</b>	<b>30</b>	<b>7</b>	<b>822</b>

Source: UALR Department of Human Resources

Table 13 shows that the total number of minority staff members at UA Little Rock has fluctuated over the last six years, and has decreased from last year, falling to the lowest total in the last six years. See Appendix C for numbers of minority staff by appropriated titles.

Table 13: Full-Time Staff by Ethnic/Racial Category from 2014 to 2019

	2014	2015	2016	2017	2018	2019
African-American	306	293	318	326	284	262
Hispanic	11	7	12	13	16	28
Asian/Pacific Islander	22	17	19	19	13	13
Native American	0	1	6	4	5	1
2 or More Races	42	31	31	13	11	30
Unknown	11	10	12	19	18	7
<b>Total (Excluding Unknown)</b>	<b>381</b>	<b>349</b>	<b>386</b>	<b>375</b>	<b>347</b>	<b>334</b>

Source: UALR Department of Human Resources

Table 14 shows that in 2019 the number of minority staff hires increased by 19 from 2018. African American hires represented 72% of all minority hires in 2019. The number of Hispanic staff hires almost doubled, from 6 to 11 (17% of all minority hires in 2019). See Appendix D for numbers of minority staff hired in 2019 by appropriated titles.

Table 14: New Minority Staff Hires from 2014 to 2019

	2014	2015	2016	2017	2018	2019
African-American	56	59	50	62	31	46
Hispanic	3	1	3	3	6	11
Asian/Pacific Islander	4	3	5	3	1	2
Native American	-	1	3	-	-	1
2 or More Races	1	4	-	1	1	2
Unknown	-	1	2	-	6	2
<b>Total New Hires</b>	<b>64</b>	<b>69</b>	<b>63</b>	<b>69</b>	<b>45</b>	<b>64</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 2019-20 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 2019 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 ([https://ualr.edu/diversity/files/2020/07/2019-UALR-Diversity-Survey\\_Expanded.pdf](https://ualr.edu/diversity/files/2020/07/2019-UALR-Diversity-Survey_Expanded.pdf)). 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 2020-2021) 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>
<b>Instructor 9 Month</b>	0	2	1	0	0	4	<b>7</b>
<b>Instructor 10.5 Month</b>	2	0	0	0	0	0	<b>2</b>
<b>Instructor 12 Month</b>	1	0	0	0	0	1	<b>2</b>
<b>Assistant Professor 9 Month</b>	8	1	11	1	1	1	<b>23</b>
<b>Assistant Professor 10.5 Month</b>	0	0	0	0	0	0	<b>0</b>
<b>Assistant Professor 12 Month</b>	3	0	0	0	0	0	<b>3</b>
<b>Associate Professor 9 Month</b>	5	6	12	0	4	7	<b>34</b>
<b>Associate Professor 10 Month</b>	0	0	0	0	0	0	<b>0</b>
<b>Associate Professor 10.5 Month</b>	2	0	1	0	0	0	<b>3</b>
<b>Associate Professor 12 Month</b>	0	0	0	0	0	0	<b>0</b>
<b>Professor 9 Month</b>	2	2	18	0	1	4	<b>27</b>
<b>Professor 10 Month</b>	0	0	1	0	0	0	<b>1</b>
<b>Professor 12 Month</b>	0	0	0	0	0	0	<b>0</b>
<b>Department Chair 12 Month</b>	1	0	3	0	0	0	<b>4</b>
<b>Distinguished Professor</b>	0	0	1	0	0	1	<b>2</b>
<b>Total</b>	<b>24</b>	<b>11</b>	<b>48</b>	<b>1</b>	<b>6</b>	<b>18</b>	<b>108</b>

\* Source: UALR Department of Human Resources : Due to hires and separations, numbers reflected in this table may vary from the figures in Table 8.

**APPENDIX B**  
**MINORITY NEW HIRE - FACULTY**  
**BY APPROPRIATION TITLE\***

<b>Position Title</b>	<b>African-American</b>	<b>Hispanic</b>	<b>Asian/ Pacific Islander</b>	<b>Native American</b>	<b>2 or More Races</b>	<b>Unknown</b>	<b>Total</b>
<b>Instructor 9 Month</b>	0	0	0	0	0	0	<b>0</b>
<b>Instructor 12 Month</b>	0	0	0	0	0	0	<b>0</b>
<b>Assistant Professor 9 Month</b>	0	1	1	1	0	0	<b>3</b>
<b>Assistant Professor 12 Month</b>	0	0	0	0	0	0	<b>0</b>
<b>Associate Professor 9 Month</b>	1	0	0	0	0	0	<b>1</b>
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>

\* Source: UALR Department of Human Resources: Due to hires and separations, numbers reflected in this table may vary from the figures in Table 11.

**APPENDIX C**  
**MINORITY STAFF BY APPROPRIATION TITLE\***

Position Title	African American	Hispanic	Asian/Pac Islander	Native American	2 or More Races	Unknown	Total
Administrative Specialist I	0	0	0	0	0	1	1
Administrative Specialist III	21	3	1	1	0	1	27
Administrative Supp Supervisor	1	0	0	0	0	0	1
ASI Research Archivist	1	0	0	0	0	0	1
Assistant Coach - Aux	3	0	0	0	0	0	3
Assistant Dean	1	0	0	0	0	0	1
Assistant Dean - EIT	1	0	0	0	0	0	1
Assistant VC of Student Affair	1	0	0	0	0	0	1
Assoc Dir/Computing Services	1	0	0	0	0	0	1
Assoc Director Financial Aid	1	0	0	0	0	0	1
Assoc Rsch/Ext Spec	1	0	0	0	0	0	1
Asst Dir Aquatics & Fitness	1	0	0	0	0	0	1
Asst Director of Student Union	1	0	0	0	0	0	1
Asst Personnel Manager	1	0	0	0	0	0	1
Asst Resch/Ext Spec NC	1	2	0	0	0	1	4
Budget Specialist	1	0	0	0	0	0	1
Buyer	2	0	0	0	0	0	2
Computer Support Specialist	2	0	0	0	1	0	3
Computer Support Technician	1	0	0	0	0	0	1
Computer Systems Mgr	0	0	1	0	0	0	1
Coord/Intramural Activities	1	0	0	0	0	0	1
Dev/Advancement Specialist	1	0	0	0	0	0	1
Development Officer	1	0	0	0	0	0	1
Dir of Community Partnerships	1	0	0	0	0	0	1
Dir of Financial Services	1	0	0	0	0	0	1
Dir of Special Events Center	1	0	0	0	0	0	1
Dir/Corp & Foundation Relation	1	0	0	0	0	0	1
Dir/Ofc International Prog	1	0	0	0	0	0	1
Director of University Police	1	0	0	0	0	0	1
Director Student Activities	1	0	0	0	0	0	1
Editor	1	0	0	0	0	0	1
Education Counselor	2	0	0	0	0	0	2
Fiscal Support Analyst	3	0	0	0	0	0	3
Fiscal Support Specialist	1	0	0	0	0	0	1
HE Public Safety Commander I	1	0	0	0	0	0	1
HE Public Safety Dispatcher	6	1	0	0	0	0	7
HE Public Safety Supervisor	3	0	0	0	0	0	3
Head Basketball Coach	1	0	0	0	0	0	1
Head Coach	2	0	0	0	0	0	2
HEI Program Coordinator	5	0	0	0	1	0	6
HR Associate Director	3	0	0	0	0	0	3
Human Resource Specialist	1	0	0	0	0	0	1
Institutional Assistant	45	6	1	0	0	1	53
Institutional Services Asst	38	1	0	0	0	0	39
Institutional Services Superv	2	0	0	0	0	0	2
Librarian	3	0	0	0	0	0	3
Library Technician	3	0	0	0	0	0	3

Position Title	African American	Hispanic	Asian/Pac Islander	Native American	2 or More Races	Unknown	Total
Logistics Manager	1	0	0	0	0	0	1
Mail Services Assistant	0	0	1	0	0	0	1
Maintenance Assistant	2	0	0	0	0	0	2
Post Doctoral Fellow	0	0	1	0	0	0	1
Project Coordinator	1	0	1	0	0	0	2
Project/Program Director	4	0	0	0	0	0	4
Project/Program Manager	2	0	1	0	0	0	3
Project/Program Specialist	8	0	0	0	0	0	8
Project/Program Specialist-Aux	2	0	0	0	0	0	2
Public Safety Officer	7	0	0	0	0	0	7
Reearch/Ext Specialist	0	0	0	0	0	1	1
Research Associate Nano Ctr	0	0	2	0	0	0	2
Research Associate NC	12	0	0	0	0	0	12
Research Coordinator	1	0	0	0	0	0	1
Research Project Analyst	0	1	0	0	0	0	1
Research Scientist	1	0	1	0	0	0	2
Residential Life Coordinator	1	0	0	0	0	0	1
Senior Research Assistant	15	1	1	0	0	0	17
Skilled Trades Supervisor	0	0	0	0	1	0	1
Skilled Tradesman	4	0	0	0	0	0	4
Stationary Engineer	1	0	0	0	0	0	1
Student Development Specialist	27	4	1	0	0	0	32
Systems Programmer/Web Develop	0	0	1	0	0	0	1
Technical Support Staff	1	0	0	0	0	0	1
Administrative Analyst	0	0	0	0	1	0	1
Administrative Specialist III	0	1	0	0	2	0	3
Assistant Coach - Aux	1	0	0	0	0	0	1
Assoc Dean of Students	0	0	0	0	1	0	1
Assoc Rsch/Ext Spec	0	1	0	0	0	0	1
Asst Resch/Ext Spec NC	0	1	0	0	0	0	1
HEI Program Coordinator	0	0	0	0	3	0	3
Institutional Services Asst	0	0	0	0	1	0	1
Project/Program Director	0	0	0	0	1	0	1
Project/Program Manager	0	1	0	0	0	0	1
Public Safety Officer	0	0	0	0	1	0	1
Research Assistant GIT	0	0	0	0	1	0	1
Research Associate NC	0	0	0	0	2	0	2
Senior Research Assistant	0	1	0	0	5	0	6
Senior Rsch/Ext Spec NC	0	0	0	0	1	0	1
Student Development Specialist	0	3	0	0	2	0	5
Systems Programmer/Web Develop	1	0	0	0	0	0	1
Total	264	27	13	1	24	5	334

\* Source: UALR Department of Human Resources: Due to hires and separations, numbers reflected in this table may vary from the figures in Table 13.

**APPENDIX D**  
**MINORITY NEW HIRE - STAFF**  
**BY APPROPRIATION TITLE\***

Position Title	African-American	Hispanic	Asian/ Pacific Islander	Native American	2 or More Races	Unknown	Total
Administrative Specialist III	5	2	0	1	0	0	8
Assistant Coach - Aux	1	0	0	0	0	0	1
Assistant Dean	1	0	0	0	0	0	1
Assoc Dir/Computing Services	1	0	0	0	0	0	1
Assoc Director Financial Aid	1	0	0	0	0	0	1
Asst Resch/Ext Spec NC	1	1	0	0	0	0	2
Dir of Special Events Center	1	0	0	0	0	0	1
Director Student Activities	1	0	0	0	0	0	1
Fiscal Support Analyst	1	0	0	0	0	0	1
HE Public Safety Dispatcher	1	1	0	0	0	2	4
HEI Program Coordinator	0	0	0	0	1	0	1
Institutional Assistant	10	3	1	0	0	0	14
Institutional Services Asst	3	0	0	0	0	0	3
Institutional Services Superv	1	0	0	0	0	0	1
Logistics Manager	1	0	0	0	0	0	1
Maintenance Assistant	1	0	0	0	0	0	1
Post Doctoral Fellow	0	0	1	0	0	0	1
Project/Program Director	1	0	0	0	0	0	1
Project/Program Manager	0	1	0	0	0	0	1
Project/Program Specialist	1	0	0	0	0	0	1
Project/Program Specialist- Aux	2	0	0	0	0	0	2
Public Safety Officer	1	0	0	0	0	0	1
Research Associate NC	2	0	0	0	0	0	2
Research Coordinator	1	0	0	0	0	0	1
Research Project Analyst	0	1	0	0	0	0	1
Residential Life Coordinator	1	-	0	0	0	0	1
Senior Research Assistant	1	1	0	0	1	0	3
Student Development Specialist	6	1	0	0	0	0	7
<b>Total</b>	<b>46</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>64</b>

\* Due to timing of when reports were run, information in this table may vary slightly from Table 14.

# **University of Arkansas for Medical Sciences**

## **Minority Recruitment and Retention Annual Report**

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2019-20

# **University of Arkansas for Medical Sciences (UAMS)**

## **Recruitment and Retention of African Americans, Other Minorities and Females Annual Report 2019-20**

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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 Health Equity, Teamwork, Creativity, Excellence, and Safety.

## **UAMS: A Commitment to Diversity**

UAMS' mission clearly articulates that its scope of responsibility extends to "all Arkansans and to others in the region, nation and the world," and establishes parameters that include minority and diverse populations.



The university pursues its mission of diversity and multiculturalism by focusing on two of its core values:

- Diversity and Health Equity: “UAMS is committed to the importance of the diversity of UAMS leadership, faculty, staff and learners in order to enhance the education of our learners, to reduce racial and ethnic health disparities in our state, and honor the unique contributions provided by a diversity of values, beliefs, and cultures.”
- Respect: “UAMS embraces a culture of professionalism with respect for the dignity of all persons.”

The university has put the leadership, organizational structure, resources and policy framework in place to take its values toward diversity and institutionalize them into ongoing programs and activities that are integrated into the fabric of university life. These measures recognize special issues attendant upon minority, underrepresented and vulnerable populations, and provide the means to implement initiatives to both spur improvements and address deficiencies. Institutional policies are in place to clearly express the university’s commitment to diversity and against discrimination. The UAMS Anti-Discrimination Policy explicitly forbids any form of racism, bigotry or discrimination in hiring, among its employees or agents, or in its programs. An academic policy dealing with student anti-discrimination was approved in 2014 to mirror these values by prohibiting discrimination in its educational programs. It is the firm belief of UAMS that each individual has dignity and worth and this belief is evident in all areas of the mission documents. In striving to meet each component of the mission statement UAMS examines aspects of the population with a focus on nondiscrimination and equal opportunity in all areas of service.

The Affirmative Action Policy addresses university procedures designed to recruit, employ, promote, admit and graduate individuals who have historically been excluded or have been recipients of discrimination based on race, color, age, disability, national origin, religion or gender. The employment of foreign nationals and aliens is addressed in the UAMS Administrative Guide to insure these individuals meet the guidelines of the Immigration and Nationality Act and the Immigration and Naturalization Service Act. UAMS policy asserts its commitment to upholding the Americans with Disabilities Act (ADA) for all employees, students, programs and services. In 2016, the university created a new position in Academic Affairs for a Disabilities Coordinator / Title IX Campus Coordinator to facilitate its policy of accommodation and to serve as a campus-wide resource. A companion Student Accommodation Policy is also in place that lays out the process for evaluating and processing student accommodation requests. The Grievance Procedure for Students Alleging Discrimination assures a transparent review and redress of possible discrimination that students could experience at any point in their student career, including allegations that violate the UAMS Title IX Policy.

The UAMS Basic Code of Conduct establishes guidelines for all employees with respect to diversity and inclusiveness. The university articulates that diversity awareness and cross-cultural communications are institutional goals and provides resources, training opportunities and guidance on how employees are expected

to implement these principles into their daily work lives. These principles and practices ensure an atmosphere that provides opportunity for the talent of all to be recognized, cultivated and promoted.

UAMS demonstrates its commitment to diversity and a multicultural society with a number of offices, committees and initiatives. A new Vice Chancellor for Diversity, Inclusion, and Equity was hired in 2019 to oversee the new Division for Diversity, Equity, and Inclusion (DDEI) and the institution's diversity, inclusion, and equity initiatives. Additional information regarding the DDEI and DDEI outreach programs is included on pages 18-27.

## **Community**

UAMS demonstrates its commitment to a multicultural society in a variety of ways. A handful of examples are described below.

- The UAMS' 12<sup>th</sup> Street Health & Wellness Clinic supports an under-served community near the university's main campus. The clinic serves as both a site for students to participate in service learning events and as an interprofessional education experience where students from a variety of programs and disciplines participate together in providing treatment and in education activities.
- UAMS has developed a special outreach program to attend to the health and wellness of Arkansas' Marshallese Island population, the largest Marshallese population on U.S. soil. The project began in 2013 with a \$2.1 million grant to study health disparities in the northwest Arkansas region. That led to a \$3 million grant from the CDC to further focus on health disparities specific to both the Hispanic and Marshallese communities in northwest Arkansas. At the North Street Clinic on UAMS' Northwest Regional Campus, students lead a chronic disease management program for the Marshallese population, which experiences a high incidence of Type 2 diabetes and related conditions. As with the 12<sup>th</sup> Street Clinic, the North Street Clinic provides an interprofessional setting and experience for students from various disciplines.

## **Women's Faculty Development Caucus (WFDC)**

The Women's Caucus was founded in 1989 as a professional development and mentoring program to help women advance their career and assume leadership positions. The professional development efforts have resulted in an expanding organization that addresses the needs of all UAMS faculty members. The WFDC provides leadership training, mentoring/advising, faculty development, and networking opportunities. The Caucus Committees, led by rotating chairs and co-chairs, are pathways to leadership and provide the energy and effort behind WFDC activities.

### **WFDC Mission Statement**

The mission is to inspire, encourage and enable women health providers and scientists to realize their professional and personal potential and goals.

The members of the Women's Faculty Development Caucus share a common commitment and vision for professional development, and we collaborate on services and activities that have helped countless faculty members achieve their goals.

### **Recent Accomplishments**

The Research Committee hosts several activities during the academic year to support women scientists at UAMS. The committee coordinates panel discussions and hosts luncheons that foster discussions and mentoring opportunities between Faculty members, graduate students and postdoctoral fellows. The committee organizes a Women in Science poster showcase every other year and a speed collaborating event on opposite years. The committee has recently conducted focus groups to determine specific needs of women researchers at UAMS and form an action plan to address those needs.

The Women in Training (WIT) Committee's focus is on mentoring medical students and residents. The Committee plans an annual speed-dating residency fair event and an annual freshmen women luncheon. Both events help address students' concerns about making a specialty choice, call schedule, family time, residency, practice-based questions, and financial return. The luncheon also showcases resources and programs geared toward women students, including shadowing opportunities with surgical specialties and community engagement opportunities such as the Arkansas Women's Foundation event, Girls of Promise, designed to encourage eighth grade girls from around the state to stay interested in science and math.

The Mentoring Committee organizes peer mentoring groups for advanced rank faculty as well as group mentoring for junior career faculty. The committee also coordinates a workshop series for junior faculty entitled Junior Faculty P&T Prep: Documenting Your Efforts in a Way That Counts. The four sessions cover teaching, clinical, research, and administrative work.

The Faculty Development Committee works to bring faculty together as well as offer development opportunities for all faculty. The group organizes quarterly networking social events. The committee also organizes a 6 months series called Achieving Success: How to Negotiate with Confidence. This hands-on program teaches junior female faculty how to navigate important conversations with senior leaders.

The WFDC has presented the annual Outstanding Woman Faculty Award since 2001. This award is presented to a female faculty member who is considered a successful, appreciated mentor and role model with a record of scholarly endeavors, demonstrable teaching expertise, strong leadership as demonstrated by administrative skills and professional accomplishments, a history of helping develop careers for other women, Women's Caucus involvement, and a record of clinical or research excellence.

WFDC List Serve is provided to members to allow women faculty members to share and seek resources from other faculty members (i.e. cleaning services, childcare, eldercare, etc.).

## Student Diversity Metrics

Institutional student enrollment data is included below. Additional details regarding student recruitment and retention per college/school are in the individual college/school reports. In 2019-20, UAMS enrolled 3,015 students (unduplicated headcount).

### UAMS 2019-20 Annual, Unduplicated Student Enrollment by Race/Ethnicity and Gender

UAMS 2019-2020 Annual Unduplicated Student Headcount	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	5	0.2%	15	0.5%	20	0.7%
Asian	70	2.3%	119	3.9%	189	6.3%
Black or African American	53	1.8%	231	7.7%	284	9.4%
Hispanic/Latino	37	1.2%	115	3.8%	152	5.0%
Native Hawaiian/Other Pacific Islander	1	0.0%	5	0.2%	6	0.2%
White	667	22.1%	1,439	47.7%	2,106	69.9%
Nonresident Alien	45	1.5%	49	1.6%	94	3.1%
Two or More Races/Some Other Race	30	1.0%	55	1.8%	85	2.8%
Not Disclosed/Unknown	23	0.8%	56	1.9%	79	2.6%
<b>Total</b>	<b>931</b>	<b>30.9%</b>	<b>2,084</b>	<b>69.1%</b>	<b>3,015</b>	<b>100.0%</b>

### Fall 2019 Student Enrollment by Race/Ethnicity and Gender

UAMS 2019 Fall Student Headcount	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	5	0.2%	14	0.5%	19	0.7%
Asian	66	2.4%	113	4.1%	179	6.5%
Black or African American	47	1.7%	205	7.4%	252	9.1%
Hispanic/Latino	35	1.3%	104	3.8%	139	5.0%
Native Hawaiian/Other Pacific Islander	1	0.0%	4	0.1%	5	0.2%
White	633	22.9%	1,309	47.3%	1,942	70.2%
Nonresident Alien	39	1.4%	46	1.7%	85	3.1%
Two or More Races/Some Other Race	30	1.1%	48	1.7%	78	2.8%
Not Disclosed/Unknown	21	0.8%	48	1.7%	69	2.5%
<b>Total</b>	<b>877</b>	<b>31.7%</b>	<b>1,891</b>	<b>68.3%</b>	<b>2,768</b>	<b>100.0%</b>

### Spring 2020 Student Enrollment by Race/Ethnicity and Gender

UAMS 2020 Spring Student Headcount	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	5	0.2%	15	0.6%	20	0.8%
Asian	65	2.5%	107	4.0%	172	6.5%
Black or African American	41	1.5%	189	7.1%	230	8.7%
Hispanic/Latino	33	1.2%	102	3.8%	135	5.1%
Native Hawaiian/Other Pacific Islander	1	0.0%	4	0.2%	5	0.2%
White	609	23.0%	1,252	47.2%	1,861	70.2%
Nonresident Alien	37	1.4%	45	1.7%	82	3.1%
Two or More Races/Some Other Race	29	1.1%	49	1.8%	78	2.9%
Not Disclosed/Unknown	21	0.8%	47	1.8%	68	2.6%
<b>Total</b>	<b>841</b>	<b>31.7%</b>	<b>1,810</b>	<b>68.3%</b>	<b>2,651</b>	<b>100.0%</b>

## Summer 2020 Student Enrollment by Race/Ethnicity and Gender

UAMS 2020 Spring Student Headcount	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	2	0.2%	8	0.7%	10	0.8%
Asian	30	2.5%	46	3.9%	76	6.5%
Black or African American	20	1.7%	96	8.2%	116	9.9%
Hispanic/Latino	14	1.2%	44	3.7%	58	4.9%
Native Hawaiian/Other Pacific Islander	1	0.1%	2	0.2%	3	0.3%
White	224	19.0%	567	48.2%	791	67.2%
Nonresident Alien	26	2.2%	31	2.6%	57	4.8%
Two or More Races/Some Other Race	11	0.9%	29	2.5%	40	3.4%
Not Disclosed/Unknown	8	0.7%	18	1.5%	26	2.2%
<b>Total</b>	<b>336</b>	<b>28.5%</b>	<b>841</b>	<b>71.5%</b>	<b>1,177</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 EMPS program

## UAMS 2019-20 Annual, Unduplicated Student Enrollment by Race/Ethnicity and College

2019-20 Annual Unduplicated Students	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
American Indian/Alaskan Native	7	5	4	1	2	1	0	20
Asian	41	74	15	40	6	11	2	189
Black or African American	63	32	80	18	42	32	17	284
Hispanic/Latino	52	32	30	20	7	7	4	152
Native Hawaiian/Other Pacific Islander	2	1	3	0	0	0	0	6
White	497	531	511	291	119	116	41	2,106
Nonresident Alien	4	0	4	1	15	70	0	94
Two or More Races/Some Other Race	23	19	15	15	8	4	1	85
Not Disclosed/Unknown	28	6	17	6	15	5	2	79
<b>Total</b>	<b>717</b>	<b>700</b>	<b>679</b>	<b>392</b>	<b>214</b>	<b>246</b>	<b>67</b>	<b>3,015</b>

### Fall 2019 Student Enrollment by Race/Ethnicity and College

2019 Fall Students	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
American Indian/Alaskan Native	7	5	3	1	2	1	0	19
Asian	36	73	12	40	5	9	1	176
Black or African American	58	31	69	18	38	29	9	252
Hispanic/Latino	46	31	27	20	7	6	3	140
Native Hawaiian/Other Pacific Islander	2	1	2	0	0	0	0	5
White	457	530	445	291	89	102	28	1,942
Nonresident Alien	4	0	4	1	15	64	0	88
Two or More Races/Some Other Race	20	19	14	15	6	4	0	78
Not Disclosed/Unknown	27	6	14	6	10	5	0	68
<b>Total</b>	<b>657</b>	<b>696</b>	<b>590</b>	<b>392</b>	<b>172</b>	<b>220</b>	<b>41</b>	<b>2,768</b>

### Spring 2020 Student Enrollment by Race/Ethnicity and College

2020 Spring Students	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
American Indian/Alaskan Native	7	5	4	1	2	1	0	20
Asian	34	74	12	40	5	7	0	172
Black or African American	50	32	73	18	32	25	0	230
Hispanic/Latino	45	32	27	20	5	6	0	135
Native Hawaiian/Other Pacific Islander	2	1	2	0	0	0	0	5
White	424	528	425	289	93	102	0	1,861
Nonresident Alien	2	0	3	1	13	63	0	82
Two or More Races/Some Other Race	20	19	15	15	6	3	0	78
Not Disclosed/Unknown	24	6	17	6	13	2	0	68
<b>Total</b>	<b>608</b>	<b>697</b>	<b>578</b>	<b>390</b>	<b>169</b>	<b>209</b>	<b>0</b>	<b>2,651</b>

### Summer 2020 Student Enrollment by Race/Ethnicity and College

2020 Summer Students	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
American Indian/Alaskan Native	5	2	0	0	2	1	0	10
Asian	20	24	4	18	2	7	1	76
Black or African American	29	13	31	7	10	14	12	116
Hispanic/Latino	23	9	8	8	2	6	2	58
Native Hawaiian/Other Pacific Islander	0	1	2	0	0	0	0	3
White	252	146	136	127	51	58	21	791
Nonresident Alien	1	0	0	1	9	46	0	57
Two or More Races/Some Other Race	12	9	6	7	3	2	1	40
Not Disclosed/Unknown	12	4	1	1	4	2	2	26
<b>Total</b>	<b>354</b>	<b>208</b>	<b>188</b>	<b>169</b>	<b>83</b>	<b>136</b>	<b>39</b>	<b>1,177</b>

## **Institutional Scholarships**

### **UAMS Non-Resident Diversity Tuition Waiver**

The UAMS Non-Resident Diversity Tuition Waiver Program was established in 2011-12 with the following objectives:

- Assist educational programs in supporting UAMS' established diversity recruitment strategies;
- Increase the diversity of applicant pools to UAMS educational programs with respect to race, ethnicity, gender, socio-economic status, and geographic origins;
- Help defray rising educational costs for UAMS students, especially those who are economically disadvantaged; and
- Increase the diversity among the Arkansas health and healthcare professions workforce, especially those serving underrepresented and medically underserved populations.

Each year, the Provost will approve selected, qualified out-of-state applicants to the colleges and the Graduate school to receive a reduction in tuition to the in-state (resident) rate. The scholarship allows UAMS to be competitive with other health sciences campuses in attracting a diverse and promising student applicant pool. The program includes performance monitoring of the students over time and program review provisions to assure that the program is effective in improving college recruitment efforts. Thirty-five non-Arkansas residents were approved for the Diversity Waiver for the 2019-20 academic year.

### **The UAMS League of the United Latin American Citizens (LULAC) Tuition Waiver Scholarship**

The LULAC Tuition Waiver Scholarship was established in order to:

- Increase the success of UAMS students representing diverse populations to UAMS education programs with respect to race, ethnicity, gender, socio-economic status and geographic origins.
- Help defray rising educational costs for UAMS students who are economically disadvantaged.
- Increase the diversity among the Arkansas healthcare professions workforce.

The waiver is provided in the form of matching funds. UAMS matched those funds received by the student as scholarship funds from LULAC. No students received a LULAC tuition waiver for the 2019-20 academic year, but six will receive one in 2020-21.

## **Workforce Diversity Characteristics**

As the state's only comprehensive academic facility and largest public employer, UAMS is committed to providing a welcoming and inclusive environment that emphasizes the dignity and worth of every member of our campus community. UAMS 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, or other personnel or educationally related actions and will administer policies, practices and activities without regard to these factors. UAMS remains 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.

The student and workforce populations are largely female, and the majority of the Non-Academic workforce comes from Pulaski and Saline counties. UAMS will continue to recruit, employ and retain minorities and females in numbers that reflect their availability in the geographical area from which it recruits. While some Professional Staff are recruited internationally, and some 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 2019-20 (as of November 1, 2019)

As of November 1, 2019, there were 1,438 faculty employed by UAMS. The demographic breakdown of faculty is below. The College of Medicine employed the most faculty (1,015) followed by the College of Health Professions (80).

Faculty	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Administration	0	2	3	2	0	19	0	1	0	27
Instructor	0	7	4	2	0	76	3	12	2	106
Assistant Professor	6	83	35	15	0	432	4	90	9	674
Associate Professor	1	51	14	9	3	257	1	8	3	347
Professor	1	38	11	4	0	227	1	0	2	284
<b>Total</b>	<b>8</b>	<b>181</b>	<b>67</b>	<b>32</b>	<b>3</b>	<b>1,011</b>	<b>9</b>	<b>111</b>	<b>16</b>	<b>1,438</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	2	3	2	0	19	0	1	0	27
Instructor	0	7	3	2	0	59	3	12	1	87
Assistant Professor	6	78	28	15	0	371	4	86	9	597
Associate Professor	1	45	11	9	3	228	1	8	3	309
Professor	0	31	11	3	0	189	1	0	2	237
<b>Total</b>	<b>7</b>	<b>163</b>	<b>56</b>	<b>31</b>	<b>3</b>	<b>866</b>	<b>9</b>	<b>107</b>	<b>15</b>	<b>1,257</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	17	0	0	1	19
Assistant Professor	0	5	7	0	0	61	0	4	0	77
Associate Professor	0	6	3	0	0	29	0	0	0	38
Professor	1	7	0	1	0	38	0	0	0	47
<b>Total</b>	<b>1</b>	<b>18</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>145</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>181</b>
American Indian <sup>1</sup>	American Indian or Alaskan Native									
Native Hawaiian <sup>2</sup>	Native Hawaiian or Pacific Islander									
NRA <sup>3</sup>	Non-Resident Alien									

The demographic breakdown of all faculty by college or division/institute and race/ethnicity is below.

Institute or College	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Academic Affairs	0	1	1	0	0	22	0	0	0	24
Center of Dental Care	0	0	0	0	0	2	0	0	0	2
College of Health Professions	0	0	7	1	0	70	1	0	1	80
College of Medicine	7	155	36	28	2	753	6	110	15	1,112
College of Nursing	0	1	4	2	0	30	1	0	0	38
College of Pharmacy	0	10	1	0	0	45	0	0	0	56
College of Public Health	0	8	8	1	0	27	1	1	0	46
Institute for Digital Health & Innovation	0	0	1	0	0	1	0	0	0	2
Integrated Clinical Enterprise	0	0	1	0	0	4	0	0	0	5
Jones Eye Institute	0	0	0	0	0	1	0	0	0	1
NW AR Campus	0	0	1	0	1	6	0	0	0	8
Regional Programs	0	6	6	0	0	48	0	0	0	60
Vice Chancellor for Research	1	0	1	0	0	2	0	0	0	4
<b>Total</b>	<b>8</b>	<b>181</b>	<b>67</b>	<b>32</b>	<b>3</b>	<b>1,011</b>	<b>9</b>	<b>111</b>	<b>16</b>	<b>1,438</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 Personnel

### Non-Academic Workforce by Race and Function 2019-20 (as of November 1, 2019)

The demographic breakdown of Non-Academic staff by full time/part time status and salaried/hourly are below.

UAMS employed staff as of November 1, 2019.

Staff	American Indian <sup>1</sup>	Asian	Black	Hispanic	Native Hawaiian <sup>2</sup>	White	Two	NRA <sup>3</sup>	Unknown	Total
Administrative	14	50	498	58	11	1,805	37	23	14	2,510
Classified	3	14	554	26	1	456	20	12	3	1,089
Housestaff	4	123	48	26	1	523	21	86	20	852
Nursing	11	67	306	28	5	1,455	39	5	11	1,927
Other Academic	3	46	38	4	0	267	6	54	6	424
Other Health Care	13	45	1,037	64	3	1,257	55	10	15	2,499
Student	2	12	27	4	1	144	5	45	4	244
Temporary	1	14	142	8	1	355	11	16	3	551
<b>Total</b>	<b>51</b>	<b>371</b>	<b>2,650</b>	<b>218</b>	<b>23</b>	<b>6,262</b>	<b>194</b>	<b>251</b>	<b>76</b>	<b>10,096</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	15	0	0	0	22
Classified	2	12	511	24	1	404	20	12	3	989
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	10	57	269	21	3	1,099	29	5	9	1,502
Other Academic	0	0	0	0	0	0	0	0	0	0
Other Health Care	13	33	968	57	3	914	46	8	11	2,053
Student	0	0	0	0	0	0	0	0	0	0
Temporary	0	0	0	0	0	3	0	0	0	3
<b>Total</b>	<b>25</b>	<b>102</b>	<b>1,754</b>	<b>103</b>	<b>7</b>	<b>2,435</b>	<b>95</b>	<b>25</b>	<b>23</b>	<b>4,569</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	13	50	488	53	11	1,736	37	23	14	2,425
Classified	1	1	12	1	0	25	0	0	0	40
Housestaff	4	123	48	26	1	523	21	86	20	852
Nursing	0	8	24	5	2	219	6	0	1	265
Other Academic	2	44	38	3	0	232	5	53	6	383
Other Health Care	0	3	29	3	0	209	5	0	1	250
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>20</b>	<b>229</b>	<b>639</b>	<b>91</b>	<b>14</b>	<b>2,944</b>	<b>74</b>	<b>162</b>	<b>42</b>	<b>4,215</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

<b>Staff (Part time /Hourly)</b>	<b>American Indian<sup>1</sup></b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Native Hawaiian<sup>2</sup></b>	<b>White</b>	<b>Two</b>	<b>NRA<sup>3</sup></b>	<b>Unknown</b>	<b>Total</b>
Administrative	0	0	0	0	0	1	0	0	0	1
Classified	0	1	25	1	0	19	0	0	0	46
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	1	2	10	2	0	107	4	0	1	127
Other Academic	0	0	0	0	0	0	0	0	0	0
Other Health Care	0	2	28	2	0	72	2	0	1	107
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>1</b>	<b>5</b>	<b>63</b>	<b>5</b>	<b>0</b>	<b>200</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>282</b>
<b>Staff (Part time /Salaried)</b>	<b>American Indian<sup>1</sup></b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Native Hawaiian<sup>2</sup></b>	<b>White</b>	<b>Two</b>	<b>NRA<sup>3</sup></b>	<b>Unknown</b>	<b>Total</b>
Administrative	1	0	4	3	0	51	0	0	0	59
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	2	0	0	25	0	0	0	27
Other Academic	1	2	0	0	0	24	0	1	0	28
Other Health Care	0	1	1	0	0	20	0	0	0	22
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>2</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>122</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>138</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	0	0	0	0	1
Classified	0	0	6	0	0	8	0	0	0	14
Housestaff	0	0	0	0	0	0	0	0	0	0
Nursing	0	0	1	0	0	5	0	0	0	6
Other Academic	0	0	0	0	0	0	0	0	0	0
Other Health Care	0	6	11	2	0	42	2	2	2	67
Student	0	5	12	3	1	79	1	4	1	106
Temporary	1	14	136	7	1	320	11	7	3	500
<b>Total</b>	<b>1</b>	<b>25</b>	<b>166</b>	<b>13</b>	<b>2</b>	<b>454</b>	<b>14</b>	<b>13</b>	<b>6</b>	<b>694</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	0	1	0	11	1	0	0	13
Other Health Care	0	0	0	0	0	0	0	0	0	0
Student	2	7	15	1	0	65	4	41	3	138
Temporary	0	0	6	1	0	29	0	9	0	45
<b>Total</b>	<b>2</b>	<b>7</b>	<b>21</b>	<b>3</b>	<b>0</b>	<b>107</b>	<b>5</b>	<b>50</b>	<b>3</b>	<b>198</b>

American Indian<sup>1</sup>     American Indian or Alaskan Native

Native Hawaiian<sup>2</sup>     Native Hawaiian or Pacific Islander

NRA<sup>3</sup>     Non-Resident Alien

## **Division for Diversity, Equity, and Inclusion**

Formerly known as the Center for Diversity Affairs, the Division for Diversity, Equity and Inclusion (DDEI) underwent a restructure and reorganization, which resulted in the division emerging with increased capacity, a new mission and vision, a strong commitment from executive leadership and a strategy integrated into the broader strategic plan of UAMS called Vision 2029. Established upon a foundation of inclusive excellence, DDEI is building an institution with a culture of humility, openness and opportunity for everyone that will make UAMS a national thought leader and practitioner in diversity, equity, and inclusion.

### **DDEI Mission**

The mission of the UAMS Division for Diversity, Equity, and Inclusion is to intentionally advance and leverage diversity, equity, and inclusion to drive UAMS' mission and the 2029 Strategic Plan to improve the health, health care and wellbeing of Arkansans and of others in the region, nation and world.

### **DDEI Vision**

DDEI will position UAMS as a national leader in developing strategies and partnerships that contribute to the improvement of health for Arkansans and beyond by creating and sharing health knowledge, educating a culturally proficient health care workforce, and delivery of care within a culture that promotes equity, diversity, and inclusion.

The DDEI mission, vision and values are grounded in the principle of inclusive excellence.

### **Inclusive Excellence**

Inclusive Excellence at UAMS expands the concept of diversity to a more inclusive, comprehensive, and omnipresent notion of inclusiveness guided by the following assumptions:

- Inclusiveness and Excellence are interdependent.
- To practice inclusiveness is a demonstration of excellence.
- Diversity and inclusiveness is a shared institutional responsibility, not DDEI shouldering the responsibility for diversity, equity and inclusion alone.
- DDEI can guide and lead the effort, but every individual within UAMS assumes responsibility for change.

Inclusive excellence requires buy-in and commitment from the entire institution, thus our plans are not top-down mandates, but grassroots objectives guided by input and assessment from a team of volunteers representing all corners of the institution.

Recent events have made instances of systemic racism the topic of daily headlines across the country. A long overdue conversation about diversity, equity and inclusion is starting, and as an institution, UAMS is committed to being a contributor to that conversation. We do that by working to understand the disparities that have fueled the inequities of daily life for certain groups of people and researching solutions to end them.

We have accomplished a tremendous amount over the past year, and under oftentimes difficult circumstances. First, the COVID-19 pandemic caused broad disruptions, forcing adaptation. Now social justice challenges and unrest have erupted to reveal not just old scars but unhealed wounds that our work seeks to address.

We have assessed our culture in order to understand the full extent of the work that is to come, created a multifaceted plan of action and, where possible, begun to implement new policies and practices that further our objectives. Still, there is certainly much more work to do. While UAMS can boast a positive, inclusive atmosphere in which diversity has been part of the conversation for some years, we have outlined specific, measurable objectives based upon the five pillars of Inclusive Community Building, Diversity and Recruitment, Accountability and Responsibility, Education, Research and Scholarship and Strategic Partnerships to accomplish the cause of inclusive excellence.

## **Overview of Significant Accomplishments**

### September 2019

Presentation of State of Diversity Address and recognition of Dr. Edith Irby Jones Excellence in Diversity and Inclusion award recipients.

Breaking Bread Series – Town hall-style workshops that welcomed over 100 employees and students to help shape the division's strategic plan and to invite support for greater diversity on campus.

DDEI Staff Retreat - Staff participated in a retreat to workshop goals and objectives for the strategic plan based on institutional assessment and community feedback.

### October-December 2019

Implementation of DDEI strategic plan began, including:

- Restructure of Chancellor's Diversity and Inclusion Committee.

- DDEI staff added a full-time business administrator and two part-time faculty as an executive director and a senior director of research and evaluation.
- Seeking Education in Equity and Diversity (SEED) program moved under DDEI.
- ACHIEVE IT software chosen to replace Balanced Scorecard (BSC).

#### January- March 2020

The official rebranding of DDEI was announced with the rollout of a new website and social media accounts, and a new newsletter *Kaleidoscope* was established to launch in April.

In lieu of a single, central celebration for Black History Month, DDEI engaged the entire institution in a month-long learning exercise to recognize unconscious bias called Windows and Mirrors.

#### April-May 2020

DDEI responded to the COVID-19 pandemic with public information campaigns including web videos and radio broadcasts targeting underserved communities and by moving summer programming and meetings with incoming UAMS students online.

#### June 2020

In response to national protests against racial injustice, DDEI facilitated online healing spaces, launched a website and online celebration Juneteenth and hosted a White Coats for Black Lives events in Little Rock and on the Northwest Campus.

### **PILLAR 1 – INCLUSIVE COMMUNITY BUILDING**

Practicing inclusive excellence means ensuring that opportunities and resources for career development and success are equitably distributed and accessed by all stakeholders across the institution.

#### **Key Initiatives:**

**DDEI Cultural Academy** – Offers 14 courses available to all employees to help them recognize and address implicit bias, micro inequities and micro aggressions.

**DDEI Office of Intercultural Education and Training Strategy Council** – comprised of UAMS faculty and staff to design and facilitate strategies to offer implicit bias training to all UAMS students, staff and faculty.



**Seeking Education in Equity and Diversity (SEED)** - A nine-month annual program for small groups of faculty and staff designed to address educational equity and diversity.

**Chancellor's Diversity, Equity and Inclusion Committee** - A campus-wide committee comprised of co-chairs from eight volunteer subcommittees that represent faculty, staff and students. This committee advocates for women, LGBTQIA issues, veterans and those with disabilities.

**DDEI Subcommittees** – charged with advising institutional leadership via a DDEI staff liaison on crafting and implementing policy and signature programs regarding recruitment and retention of individuals who may not get their voices heard: minority faculty, staff and students, veterans, women, LGBTQ+ individuals and those with disabilities.

**Diversity and Inclusion Engagement Subcommittee** – charged to assist DDEI in promoting an awareness of and an appreciation for the diversity of our campus community, as well as to engage campus community members by designing, planning and implementing campus-wide initiatives and events that further the mission of DDEI.

**UAMS Serves** –Representatives from 26 community organizations attended the kickoff ceremony for a six-month campaign. To date, UAMS team members have volunteered to serve at UAMS Stocked and Reddie, the UAMS Day Camp Connections, the UAMS COVID-19 call center, various campus screening locations, and with various community service organizations.

### **COVID-19 Response**

AR Covid-19 Health Equity Response Team created at the request of Senator Ingram to Governor Hutchinson and Director of Arkansas Department of Health (ADH) Nate Smith to organize a team from a partnership between UAMS and ADH to address health.

**Charge:** UAMS and ADH partnering with appropriate entities to capture information needed to inform decisions on how to best address observed disparities and implement protocols to ensure the state addresses specific needs now and in the future.

- Created educational videos with Arkansas United
- Provided guest experts to TV's "Arkansas Week" addressing health disparities
- Recruited community partners in educational video efforts on social media

### **Other Key Highlights:**

- Hosted guest lecturer Leon McDougale, M.D., M.P.H., chief diversity officer and professor at The Ohio State University Wexner Medical Center, who presented a discussion “Credentials Don’t Shield Healthcare Professionals from Bias,” using three case studies.
- Collaborated with UAMS Dr. Edith Irby Jones Student National Medical Association to host Health Professions Recruitment and Exposure Program (HPREP) in March, during which more than 80 UAMS students welcomed dozens of high school students from across Arkansas to the UAMS main campus to introduce them to careers in health care.
- “Everyone Can Be Great, Because Everyone Can Serve,” celebrating the life and legacy of Dr. Martin Luther King Jr. in January 2020, featuring guest speaker Crystal C. Mercer.
- Staff support for the student-led Rainbow Alliance for LGBTQ+ issues, including providing a UAMS banner to marchers in the parade at Little Rock Pride event in 2019.

**Goal:**

- Develop, collaborate and support diversity, equity and inclusion initiatives that engage the campus community members and further the institution’s 2029 vision of a creating and supporting a just culture for all UAMS employees and students.

## **PILLAR 2 – DIVERSITY AND RECRUITMENT**

The recruitment pillar seeks to strengthen pipeline programs and collaborate to develop institutional recruitment strategies and practices that ensure effective recruitment of a diverse workforce and student body.

DDEI is developing equitable recruitment policies and targeted recruitment for underutilized staff positions to promote this pillar across the institution. Demographic data from FY 2020 illustrates significant room for improvement across student, faculty and staff bodies given the disparity between institutional and served population’s racial distribution.

DDEI pipeline programs are designed to create a series of educational interventions across K through 16 to promote student engagement and encouragement toward careers in health sciences. During the previous year, 194 K-16 students participated in the following DDEI virtual pipeline programs:

K-2: Junior STEM Academy I

3-5: Junior STEM Academy II

6-8: Senior STEM Academy

8-12: Academy of Pre-Health Scholars

Undergraduate: Pre-Medical Summer Scholars

### **DDEI Student Recruitment Efforts**

Number of Recruitment Events	30
Number of Participants (average/total)	23/681
Number of Conferences	5
Students Encountered at Conferences	238

**Funding:** HRSA Medical Student Education (MSE) program supports graduate education for medical students preparing to become physicians in the top quintile of states with a projected primary care provider shortage in 2025

### **Goals:**

In the coming year, DDEI will:

- Increase student diversity to reflect state demographics
- Increase student recruitment from rural regions to reflect state population distribution
- Purchase student recruitment and engagement software CRM
- Partner with HBCUs to increase diversity of postdoctoral students and research
- Develop a recruitment plan for underrepresented minority employees to ensure racial parity at 60% of existing market pool

## **PILLAR 3 – ACCOUNTABILITY AND RESPONSIBILITY**

This pillar reinforces leadership’s commitment to building an organizational structure that ensures accountability and role clarity. The division collaborates with key stakeholders across the institution to develop action plans that advance diversity, equity and inclusion with metrics that track progress, assess outcomes and gauge impact of inclusive excellence initiatives.

### **Initiative:**

**DDEI Strategy Team** - an operational team comprised of 12 diversity leaders and key stakeholders across UAMS focused on developing action plans in support of the 2029 Vision Strategic Plan and the Diversity, Equity and Inclusion Plan. The team shares best practices and ensures seamless coordination and synergy between activities and initiatives.

**Goals:**

In the coming year, DDEI will:

- Seek approval and implementation of campus unconscious bias training and policy
- Partner with the UAMS Office of Human Resources (OHR), colleges and departments to investigate, and when appropriate mitigate, salary disparities
- Partner with Organizational Development and colleges to assess professional development opportunity inventory and create a plan to make this equitably accessible.
- Develop and obtain approval for diversity recruitment guides for faculty and staff
- Successfully achieve a top score in the Healthcare Equality Index (HEI). HEI is the LGBTQIA national benchmarking tool that evaluates health care facilities' policies and practices to equity and inclusion of LGBTQIA employees, patients and visitors
- Partner with OHR and search committee members to offer training on strategies to access diversity candidate pools and mitigate the impact of unconscious bias during the candidate search process
- Partner with OHR to track candidate flow data in the applicant tracking system to identify any disparities in the recruitment and selection process
- Develop a system to close the loop on unconscious bias complaints brought to diversity officers

**PILLAR 4 – EDUCATION, RESEARCH AND SCHOLARSHIP**

As we position UAMS as a national leader in the diversity space, our research focuses on cultural responsiveness and equitable evaluation to address systemic barriers that create education and health inequities. We apply for community engagement, ethnic minority and patient-centered grants, which commonly support advocacy, community organizing and civic engagement to create healthy communities and diversity in education and professional settings.

**Goal and Initiatives:**

The 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. DDEI will meet this goal by continually sponsoring and supporting the following key initiatives and programs:

- Creating organic mentoring environments for mentees and mentors.
- Supporting minority faculty-led research through TRI awards, e.g. KL2 and workforce diversity.
- UAMS Dr. Edith Irby Jones chapter of the Student National Medical Association (SNMA), a student-run organization focused on the needs and concerns of students of color.

- UAMS student LULAC chapter, which serves as an avenue for Hispanic/Latino students from all colleges within UAMS to network, to serve the Hispanic community, and to provide financial and social assistance for its student members.
- UAMS LULAC Scholars Program, targeting recipients of LULAC Scholarships. A reduction in tuition in all colleges matching the amount of scholarship support provided by LULAC.
- Summer Research Internship – This DDEI program allows outstanding undergraduate and select high school students the opportunity to spend the summer months engaged in in-depth scientific research under the guidance and direction of a UAMS faculty mentor. In 10 years of the program, it has served 70 students. Last fall, three SRI participants were among six scholars from UAMS programs chosen to present posters at the Annual Biomedical Research Conference for Minority Students in Anaheim, California.

**Accepted abstracts and presentations at national meetings:**

Nabaweesi R, Goree J, Sexton K, Gittens B. Opioid Administration Disparities in Level I Trauma Center Adult Patients. 16<sup>th</sup> Annual AAMC Health Workforce Research conference, Bethesda, MD May 6-8, 2020, Poster

Gittens B, White S, Greer J. Chief Diversity Officer Competency Development in Academic Medicine. 2020 GDI Professional Development Conference, Miami, FL, May 1-4, 2020, Podium Proposal

Gittens B. Mitigating Unconscious Bias in Medicine sessions given at:

- Dartmouth College of Medicine, Hanover, New Hampshire, Jan 13, 2020
- University of Pennsylvania, Philadelphia, PA Feb 13, 2020
- Johns Hopkins School of Medicine, Baltimore, MD, Feb 20-21, 2020

Initiatives in this pillar help support larger Vision 2029 goals including:

- Increase capacity to meet the needs of our patients and referring physicians
- Expand internal/external partnerships to support academic programs
- Develop partnerships to diversify and enhance our research

## **PILLAR 5 – STRATEGIC PARTNERSHIPS**

Inclusive excellence requires our work gets done in partnership with communities we serve and sponsors, to promote UAMS as a clinical provider, employer, research and educational institution of choice. This

requires UAMS to be a leader in mitigating health and educational disparities and engaging with diverse communities to meet their needs for health, employment and learning.

### **Initiatives:**

**Partner in Education with Little Rock Hall High School** - Beginning in the Spring 2020 semester, UAMS faculty and staff provided guest speakers, classroom demonstrations, UAMS campus visits and career path information for students at Hall interested in the health care fields.

**Arkansas Medical, Dental and Pharmaceutical Association (AMDPA)** - A partnership that created a half-day educational symposium in June that focused on strengthening the leadership skills of more than 80 high school and college students from underserved areas who were considering careers in health care.

**Arkansans Minority Health Commission** - In partnership with the Arkansans Minority Health Commission, DDEI formed the Community Advisory Council for Health Equity (CACHE), an advisory body that meets quarterly to develop and implement strategies and engagement initiatives focused on advancing health equity throughout Arkansas.

**Arkansas STEM Coalition** - This partnership included co-sponsorship of two one-day conferences in 2019 that collectively reached 250 Arkansas students, and co-sponsorship of the DDEI Academy of Pre-Health Scholars program. The Coalition also provided technology resources for JSA participants and invited our vice chancellor onto its executive board.

**UAMS Project SEARCH** - A job-training program supported by DDEI in partnership with Arkansas Rehabilitation Services and ACCESS Schools that helps young adults with disabilities develop independent living and working skills. It has served nearly 100 young adults since inception in 2013.

**Raising Exposure & Awareness of Careers in Health (REACH) in the Delta program** - Now in its third year, REACH in the Delta is a joint endeavor of the Student National Medical Association (SNMA), the Student National Pharmaceutical Association (SNPhA), DDEI, and the AMDPA. Each year, students from all UAMS academic units travel to KIPP Delta Collegiate High School in Helena-West Helena to introduce hundreds of high school students to higher education opportunities and careers in health care.

Initiatives in this pillar help support larger Vision 2029 goals such as:

- Reduce health disparities across Arkansas
- Improve the health and wellness of all Arkansans
- Ensure a diverse workforce to meet Arkansan healthcare needs

- Develop partnerships to diversify and enhance our research capacity
- Raise digital health awareness across the State of Arkansas

## **College of Medicine (COM)**

Increasing the recruitment and retention of under-represented minority (URM) and disadvantaged students to the UAMS College of Medicine is a long-standing commitment and goal. All of the recruitment events and programs carry an emphasis on increasing diversity in each medical school class. The Admissions Committee for the College of Medicine serve for a period of 4 years and receive annual training at the beginning of the admissions cycle. Students who are economically disadvantaged are classified on the American Medical Application Service used by all applicants to the UAMS College of Medicine as eligible for the Fee Assistance Program (FAP) and through that program pay a reduced rate for MCAT and application fees. This status is honored by UAMS in offering a reduced rate for FAP-approved applicants when submitting their UAMS-specific secondary medical school application.

Recruitment activities by the College of Medicine have historically focused on college-age students who are working on an undergraduate Bachelor's degree in preparation for application to medical school. The Division of Diversity, Equity and Inclusion (DDEI) has contributed by recruiting programs aimed at elementary through high school-aged applicants. These summer pipeline programs target minority and disadvantaged students in both the public and private K-12 educational system. Recently, the College of Medicine has held or participated in recruiting events at Little Rock Central High School and the Arkansas School for Math, Sciences and the Arts (ASMSA) in Hot Springs, AR. The College of Medicine also participates in several on-campus recruiting events sponsored by the DDEI through the UAMS Inclusive Excellence Pre-Health Summit (formerly known as Diversity Day), and additional events for URM high school and college-aged students through the Student National Medical and Dental Association (SNMA) and the Health Professions Recruitment and Exposure Program (HPREP). The College of Medicine recruitment efforts also extend to contributing to the Premedical Summer Scholars Program (PMSS) for MCAT preparation and the Summer Research Internship (SRI). In most cases, communication and recruitment efforts were accomplished virtually using video conferencing in the summer of 2020. In year's past, prior to the constraints of the COVID pandemic, the Director of Admissions for the COM gave presentations to MASH (Medical Application of Science and Health) participants. These students are rising juniors or seniors in high school from smaller communities throughout the state who are interested in health professions. In the summer of 2019, UAMS hosted 29 MASH groups from towns and cities all over the state of AR (Batesville, Blytheville, Clarksville, Crossett, DeWitt, Dumas, El Dorado, Fayetteville, Fordyce, Forrest City, Heber Springs, Helena, Jonesboro, Lake Village, Malvern, Magnolia, Mena, Monticello, Mountain Home, Mountain View, Nashville, Paragould, Pine Bluff, Pocahontas, Rogers, Russellville and Warren)



for over 325 participating students.

## Goals

The current Director of Admissions and Recruitment for the College of Medicine is involved in the institution's commitment to increasing student diversity on campus as an appointed member of the **Student Recruitment, Engagement, and Retention Committee** within the Division of Diversity, Equity and Inclusion. The charge of the committee is to evaluate data for underrepresented minority students and retention rates, to recruit faculty to participate in recruiting events and workshops, and to engage current URM students through social and recruiting events. The committee is currently designing a **“Cultural Climate” survey** for UAMS students. With greater social unrest and the recognition of injustice across the nation, an event, White Coats for Black Lives, was held outdoors on campus this summer. The DDEI organized an URM student **Town Hall Meeting** on Zoom where minority students could openly express their concerns in a supportive environment attended by the College of Medicine Associate Dean and Director of Admissions. More recently, the Director of Admissions attended a DDEI “Healing Space” workshop for students, staff and faculty to share their individual experiences in academic and work settings on campus in a non-judgmental setting.

The development of a post-baccalaureate program has been initiated at the recommendation of the Dean of the College of Medicine. A committee of faculty and staff has convened to design a flexible one-year Certificate or two-year Master's program specifically designed for disadvantaged students from medically under-served communities in the state of AR and URM students who have not been successful in their application to medical school. This program will offer MCAT preparation, one-on-one faculty mentoring, academic success advising and exposure to rigorous science courses to build a foundation for successful progression through medical school.

## Summary of Recruitment and Retention Initiatives

The COM Council of Department Chairs has endorsed efforts to expand recruitment of minority students, residents and faculty. To support these efforts, representatives from the College of Medicine visited campuses across Arkansas and gave presentations to various organizations as part of COM recruitment efforts to increase medical student diversity.

<b>Undergraduate Institutions Premedical Presentations and Outreach (Fall 2019 - Spring 2020)</b>	<b>INSTITUTION/EVENT</b>	<b>LOCATION</b>
UAMS Premedical Presentation (in person) <a href="#">September 4, 2019</a>	Hendrix College	Conway, AR
UAMS Premedical Presentation (in person) <a href="#">September 10, 2019</a>	University of Arkansas Monticello	Monticello, AR
UAMS Premedical Presentation (in person) <a href="#">September 12, 2019</a>	University of Central Arkansas	Conway, AR
UAMS Premedical Presentation (in person) <a href="#">September 16, 2019</a>	Arkansas State University	Jonesboro, AR
UAMS Premedical Presentation (in person) <a href="#">September 17, 2019</a>	Ouachita Baptist University	Arkadelphia, AR
UAMS Premedical Presentation (in person) <a href="#">September 17, 2019</a>	Henderson State	Arkadelphia, AR
UAMS Premedical Presentation (in person) <a href="#">September 18, 2019</a>	University of Arkansas Little Rock	Little Rock, AR
UAMS Premedical Presentation (in person) <a href="#">September 23, 2019</a>	Arkansas Tech University	Russellville, AR
UAMS Premedical Presentation (in person) <a href="#">September 26, 2019</a>	University of Arkansas	Fayetteville, AR
UAMS Premedical Presentation (in person) <a href="#">September 26, 2019</a>	Lyon College (Cancelled)	Batesville, AR
UAMS Premedical Presentation (in person) <a href="#">September 30, 2019</a>	John Brown University	Siloam Springs, AR
UAMS Premedical Presentation (in person) <a href="#">October 3, 2019</a>	University of Arkansas Pine Bluff	Pine Bluff, AR
UAMS Premedical Presentation (in person) <a href="#">October 3, 2019</a>	Harding University	Searcy, AR

<b>UAMS Recruitment Programs</b>	<b>INSTITUTION</b>	<b>LOCATION</b>
UAMS Regional Programs Annual Planning Meeting for College Recruiting <a href="#">August 13, 2019</a>	UAMS	Little Rock, AR
PostBaccalaureate Program Meeting <a href="#">August 14, 2019</a>	UAMS	Little Rock, AR
Medical School Interview Preparation <a href="#">September 19, 2019</a>	Arkansas State University	Jonesboro, AR
UAMS Day Recruiting College of Medicine <a href="#">September 24, 2019</a>	Ouachita Baptist University	Arkadelphia, AR
High School Recruiting Fair College of Medicine <a href="#">September 25, 2019</a>	Arkansas School for Math, Sciences and Arts (ASMSA)	Hot Springs, AR
UAMS Day Recruiting College of Medicine <a href="#">October 8, 2019</a>	University of Arkansas Fort Smith	Fort Smith, AR
UAMS Day Recruiting College of Medicine <a href="#">October 16, 2019</a>	Southern Arkansas University	Magnolia, AR
UAMS Day Recruiting College of Medicine <a href="#">October 22, 2019</a>	Henderson State University	Arkadelphia, AR
UAMS Day Recruiting College of Medicine <a href="#">October 23, 2019</a>	Hendrix College	Conway, AR
UAMS Day Recruiting College of Medicine <a href="#">October 31, 2019</a>	University of Arkansas Little Rock	Little Rock, AR
UAMS Day Recruiting College of Medicine <a href="#">November 6, 2019</a>	University of Arkansas Pine Bluff	Pine Bluff, AR

<b>UAMS MEDICAL SCHOOL INTERVIEW &amp; RECRUITING DAYS</b>	<b>INSTITUTION</b>	<b>LOCATION</b>
College of Medicine UAMS Interview Day <a href="#">October 5, 2019</a>	UAMS	Little Rock, AR
College of Medicine UAMS Interview Day <a href="#">October 18, 2019</a>	UAMS Northwest	Fayetteville, AR
College of Medicine UAMS Interview Day <a href="#">November 16, 2019</a>	UAMS	Little Rock, AR
College of Medicine UAMS Interview Day <a href="#">January 11, 2020</a>	UAMS	Little Rock, AR

MISCELANOUS MEETINGS FOR AND WITH Under-Represented Minority Students	INSTITUTION	LOCATION
ASSOCIATION OF AMERICAN MEDICAL COLLEGES ANNUAL MEETING <a href="#">Nov. 7-12, 2019</a>	Conference Center	Phoenix, AZ
Post Baccalaureate Program Planning as a recruitment tool with Morehouse School of Medicine <a href="#">Dec. 12, 2019</a>	UAMS & Morehouse School of Medicine, Georgia	Little Rock, AR <i>(video conference)</i>
Post Baccalaureate Program Planning meeting <a href="#">Feb. 3, 2020</a>		Little Rock, AR
Post Baccalaureate Program Planning meeting <a href="#">Feb. 4, 2020</a>		Little Rock, AR
Post Baccalaureate Program Planning meeting <a href="#">Feb. 11, 2020</a>		Little Rock, AR
Division of Diversity, Equity and Inclusion Workshop (Leon McDougle, MD, MPH) at UAMS <a href="#">Feb. 26, 2020</a>	Wexner Medical Center Ohio State	Little Rock, AR
Post Baccalaureate Program Planning meeting <a href="#">Mar. 3, 2020</a>		Little Rock, AR
Speaker at UAMS Student National Medical Association for Minority Students (SNMA) Conference <a href="#">Mar. 2020</a>	UAMS Campus <i>(Cancelled due to COVID)</i>	Little Rock, AR
Speaker at UAMS Inclusive Excellence Pre-Health Summit for Diversity Day <a href="#">Mar. 13, 2020</a>	UAMS Campus <i>(Cancelled due to COVID)</i>	Little Rock, AR
Speaker at HPREP (Health Professions Recruitment and Exposure) Conference <a href="#">Mar. 14, 2020</a>	UAMS Campus <i>(Cancelled due to COVID)</i>	Little Rock, AR
URM Student Recruitment, Engagement, & Retention Committee meeting <a href="#">Mar. 17, 2020</a>	UAMS Division of Diversity, Equity, and Inclusion	Little Rock, AR
Regional Programs Recruiter Meeting <a href="#">April 10, 2020</a>	UAMS Regional Programs	Little Rock, AR <i>(video conference)</i>
ANNUAL College of Medicine Tour for undergraduate premedical students <a href="#">April 3, 2020</a>	UAMS Campus <i>(Cancelled due to COVID)</i>	Little Rock, AR
ANNUAL College of Medicine AR Premedical Advisors Meeting (DDEI) <a href="#">April 4, 2020</a>	UAMS Campus <i>(Cancelled due to COVID)</i>	Little Rock, AR
URM Student Recruitment, Engagement, & Retention Committee meeting (DDEI) <a href="#">April 20, 2020</a>	UAMS	Little Rock, AR <i>(video conference)</i>
URM student online Meet and Greet for incoming first year medical students (DDEI/COM) <a href="#">April 27, 2020</a>	UAMS	Little Rock, AR <i>(video conference)</i>
URM incoming first year medical student 'Pulse-Check' meeting with current URM M2-M4 students <a href="#">May 27, 2020</a>	UAMS	Little Rock, AR <i>(video conference)</i>
URM Student Recruitment, Engagement, & Retention Committee meeting (DDEI) <a href="#">June 15, 2020</a>	UAMS	Little Rock, AR <i>(video conference)</i>
Speaker for Premedical Summer Scholars Program (PMSS) MCAT Prep program-for disadvantaged students <a href="#">Jun 23, 2020</a>	UAMS	

## **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. Fall 2019 minority student enrollment increased from 26% to nearly 30% in fall 2020. Underrepresented minority (URM) enrollment during that same period increased by 44.5%.

There are 18 URM faculty in the College, representing approximately 19% of the total CHP faculty. One URM faculty member is tenured, 8 non-tenured, 8 full-time and 1 part-time. The College promotes cultural competence training for all faculty and their participation in campus-wide diversity and inclusion initiatives. The primary area of focus identified by the 2019-2020 CHP Diversity Committee was faculty retention. The next step includes organizing small focus groups of faculty to identify factors for leaving the College.

The CHP reorganized its Diversity Committee this past year to better align with the efforts of the UAMS Division of Diversity, Equity and Inclusion (DDEI). The sub-committee is comprised of CHP faculty and staff appointed by the DDEI to serve on various campus-wide subcommittees. The sub-committee's role is to keep CHP students, faculty and staff informed of diversity and inclusion initiatives at UAMS and to encourage college participation. This past year the committee has participated in DDEI meetings to serve as support and a bridge between the campus and college diversity committees and reviewed the committee's past efforts to determine future priorities.

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

The College of Health Professions, in early 2019, developed a strategic plan that represented its vision for the future and aligned with the institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Goal 5 of the strategic plan addresses promoting an environment that fosters diversity, inclusion and equity. One key objective of this goal is to promote diversity, inclusion and equity among faculty, staff and students through education and awareness. This objective is being addressed through active

participation of faculty and staff on UAMS Division of Diversity, Equity, and Inclusion Chancellor's Diversity, Equity, and Inclusion Subcommittees – Women's Faculty Development Caucus, URM Staff, Recruitment, Engagement, and Retention, URM Student Recruitment, Engagement, and Retention, URM Faculty, Recruitment, Engagement, and Retention, LGBTQ Diversity, Equity, and Inclusion, Disability, Diversity, Equity, and Inclusion, and Veteran Diversity, Equity, and Inclusion.

CHP faculty, staff and students are encouraged to participate in activities that promote diversity and raise cultural awareness (e.g., Diversity Month, Juneteenth Online Chat, and Healing Spaces). In 2019, during Diversity Month, CHP faculty member Gregory Robinson, Ph.D., was the faculty recipient of the Dr. Edith Irby Jones Excellence in Diversity and Inclusion Award. Dr. Robinson received this award for his outstanding achievements and contributions toward inclusive excellence in his teaching and research initiatives as well as his community outreach efforts with transgender individuals. In 2020, a CHP Medical Laboratory Sciences student was nominated for the same award in the student category.

Another key objective of Goal 5 is to build and advance a diverse student body. This objective is being addressed through college-wide recruitment and marketing efforts as well as conducting an annual review of program admission requirements and the elimination of any unnecessary barriers to admission.

The College of Health Professions works with other UAMS college recruiters and the UAMS Division of Diversity, Equity, and Inclusion on planning UAMS Days at 2- and 4- year institutions. In addition to UAMS Days, CHP also participated in high school and college recruitment opportunities/events in Central Arkansas, South Central Arkansas, Northwest Arkansas, South Arkansas, West Arkansas, and special events that targeted members of our armed forces, Girls of Promise (emphasis on STEM), and Our House (empowerment organization for homeless and near-homeless families).

A final approach used to build and advance a diverse student body is reflected in College print media, social media, and website. The CHP has been very intentional in making sure our image shows a diverse population of students, faculty, and staff.

### **Timeline, evaluation, and recruitment budget:**

The timeline to monitor success of strategies is ongoing. The Associate Dean of Student Affairs (ADSA) and the Office of Admissions staff meet monthly to discuss and evaluate

responsibilities related to recruitment and admissions. The team continues to look for and create new opportunities that will support our goal of building and advancing a diverse student body. The recruitment budget is built into the College budget and is used to target all students, not specifically minority students.

## **College of Nursing (CON)**

### **Admissions**

For UAMS College of Nursing baccalaureate, master's, and doctor of nursing practice students, the admissions process is the direct responsibility of the College of Nursing. Each program has specific GPA requirements for admission. Most programs also have employed an interview process for applicants meeting the minimum requirements. Applicants are able to view admission requirements on the website and can schedule an advising appointment to learn more. The Graduate School admits the students to UAMS, and the College of Nursing, in turn, admits qualified students to the Doctor of Philosophy in Nursing program.

### **Student Retention**

Retention activities and interventions are vitally important in planning for the success of our BSN students. Retention activities begin immediately with mandatory orientation when new junior students are admitted into the program. Information is provided to students on topics such as an introduction to the UAMS Library and the Nursing Learning Resource Lab, stress reduction and management, ATI standardized testing, a review of computer and online usage, College of Nursing Policies and Procedures, information regarding course schedules and academic success and remediation services within the college.

The College uses the Assessment Technologies Institute (ATI) for standardized testing, retention resources, and identification and remediation for high risk students. The College employs an ATI Coordinator/Academic Coach who manages all student testing and remediation for this standardized content. The admission criteria mandate that each student take the TEAS V Entrance Exam. This test measures reading comprehension, math, science, and verbal skills. The student is expected to achieve a minimum score of 65 on the exam to be eligible for admission to the program. Once a student has been accepted into the program, the student is required to take the ATI Critical Thinking Inventory Exam. This exam is used to help identify critical thinking levels, areas of coping, and adaptive risk factors. Students who are identified as “at risk” will receive individualized assistance from the CON academic coach using remediation resources from ATI and other course specific remediation tools. Throughout the BSN program, students are required to take standardized benchmark exams after certain courses to determine proficiency of course content. Students who do not meet the required benchmark scores on the standardized exams are required to complete specific remediation modules through ATI and receive assistance from faculty in assigned specialties.

Seniors in their last semester enroll in a Capstone course designed to prepare them for their licensing examination (NCLEX-RN). They have three opportunities to take a standardized ATI test called the RN Predictor and the Medical Surgical Exam. If they fail to pass both exams by the third attempt, they will receive an incomplete in the course and be required to repeat it the following semester. Any student who fails two nursing courses (including the Capstone course) will be dismissed from the program. The ATI Coordinator will provide individual and small group remediation sessions to students who fail the RN Predictor test and the Medical Surgical Exam.

The students in the nurse practitioner specialties take diagnostic readiness tests (DRT) in the first semester of their specialty courses to assess their knowledge of pathophysiology, pharmacology, and health assessment skills. Students are able to identify areas of weakness and strength to direct their studies in their specialty courses. Additionally, students take a DRT in their final semester in specialty courses to identify area of remediation prior to boards. Many specialties use these tests to provide additional content on areas of weakness for students in that program.

There are computer centers in the campus library as well as within the College which are available as a resource for students to not only access the ATI programs but also other learning modules on various nursing topics. Faculty members are available for both content and testing review on a one-on-one basis. The UAMS Office of Student Success offers services to students to enhance study and test-taking skills. English-as-a-Second-Language students also receive assistance on enhancing their language skills and reading comprehension. Students are often referred to the Student Wellness Center, a student mental health facility, which provides counseling for testing anxiety and stress management.

## **Student Recruitment (See Table 1 for Breakdown of Recruitment Activities.)**

### **High School Contacts**

September through November is a designated three-month period scheduled by the Arkansas Association of Collegiate Registrars and Admissions Officers for the sole purpose of educating students regarding their future in college. This schedule of College Planning Programs offers the opportunity to contact and provide degree information to high schools counselors and students in 5 consolidated statewide programs. UAMS Regional Centers assisted the recruiter in attending the Southern Region College Planning Programs. New procedures are being implemented to accommodate students in the new recruitment environment. New technology and meeting platforms it have allowed CON to meet more students through a virtual setting.



## **College Contacts**

In an effort to reach more students CON recruitment has worked with other UAMS college recruiters to implement UAMS days at 2- and 4- year institutions. CON recruitment focused more on reaching students where they were in their college career. CON recruitment targeted STEM departments at 2- and 4- year institutions for in class presentations. These presentations gave an opportunity for prospective to have a different setting to learn more about the programs. Presentations will still take place, but will be held in a virtual environment. During the spring of each year, 2-year college institutions host transfer programs for their students to be recruited by 4-year colleges and various professional institutions. Students are able to speak with a College of Nursing representative, have their transcripts evaluated, and receive tentative degree plans for future planning toward their careers in nursing. College of Nursing representatives met with more than 400 students from 10 community colleges around Arkansas. We expect these numbers to grow with the ability to share more information through virtual platforms.

## **Other Recruiting Opportunities**

The College of Nursing and UAMS Department of Nursing partner to hold forums in the hospital for nurses who are interested in continuing their education, as well as for other professionals who are considering nursing as a career.

The Student Services Office holds group information sessions monthly and students are presented program information along with tentative degree plans when they provide college transcripts. In addition to these sessions, information is disseminated via internet, email, and fax. Upon first contact, prospects are given the website information for their viewing and are requested to fax their transcripts to the recruiter for evaluation. A tentative degree plan is prepared and returned to the prospective student, and an appointment is offered to the student. This has made the process more efficient and convenient for the student and the recruiter. We have learned that students who have advising appointments are better prepared for the application process.

The College of Nursing has been featured in the annual Arkansas Times' Nurses Guide. In addition to providing contact information, the article highlighted the College of Nursing faculty and students.

Throughout the year, the College of Nursing Recruitment Specialist participated in 'A Day in the Life' presentations, Center for Diversity Affairs programs, and several recruitment activities with the UAMS recruiters from various programs and departments around campus.

We have developed an ongoing relationship with several schools in the area, such as our Partners in Education schools and the Head Starts, and other schools where we do screenings, teaching projects, flu vaccine clinics, etc. Each time we do such activities, we promote a positive role model for the high

percentage of minority students in these schools. We are continuously working with historically black universities and minority organizations to establish a pipeline for minority students.

The bigger challenge is recruiting minority faculty. We encourage all students to consider educator roles as they explore graduate education, as this is an area of high need. One strategy to recruit them into teaching is to have them do a teaching practicum as part of their program to gain first-hand experience in the role of nurse educator.

**Table 1. Recruitment Activities**

<b>Event</b>	<b>Date</b>	<b>Recruiter</b>	<b>Total</b>
MASH Summer Program	6/18/2019	A.Coleman	17
CDA Summer Research Program	6/19/2019	A.Coleman	16
South Central Regional -MASH	6/20/2019	A.Coleman	28
MASH Summer Program	6/24/2019	A.Coleman	19
MASH Summer Program	6/25/2019	A.Coleman	21
MASH Summer Program	6/27/2019	A.Coleman	16
ASU Back to School BASH	8/21/2019	A.Coleman	58
Information Session	9/6/2019	A.Coleman	32
UAPB- District Fair	9/9/2019	A.Coleman	98
Fayetteville High School	9/10/2019	A.Coleman	119
Graduate & Professional Fair U of A	9/11/2019	A.Coleman	75
UAM	9/12/2019	A.Coleman	0
National Park College	9/17/2019	A.Coleman	38
ASU College of Ouachita	9/18/2019	A.Coleman	14
JNPSD High School	9/19/2019	A.Coleman	68
Faulkner County High School Fair	9/19/2019	A.Coleman	87
UACCB	9/20/2019	A.Coleman	32
AR Baptist Omega Psi Phi Round-up	9/21/2019	A.Coleman	42
Central Arkansas Private School	9/23/2019	A.Coleman	64
PCSSD	9/24/2019	A.Coleman	32
LRSD	9/24/2019	A.Coleman	59
Cabot High School	9/26/2019	A.Coleman	43
North Little Rock High School Fair	9/26/2019	A.Coleman	59
Lyon College	9/27/2019	A.Coleman	12
Philander Smith College- UAMS Day	10/2/2019	A.Coleman & M. Killings	3
ANSA Conference	10/3/2019	A.Coleman & M. Killings	72
NWACC	10/16/2019	A.Coleman & M. Killings	45
Henderson State Grad Fair	10/22/2019	A.Coleman & M. Killings	38
Ouachita Baptist University	10/24/2019	A.Coleman & M. Killings	38
ATU-UAMS Day	10/24/2019	M. Killings	18
UAPB	10/29/2019	M. Killings	20

UCA	11/6/2019	M. Killings	23
Maumelle High School Fair	11/7/2019	M. Killings	72
Information Session	11/11/2019	A.Coleman & M. Killings	18
CRNA Information Session	11/15/2019	A.Coleman & M. Killings	43
Black River Technical College	11/20/2019	M. Killings	22
ACH- Fall Education Fair	11/21/2019	M. Killings	4
Baptist Heath	11/22/2019	M. Killings	20
El Dorado High School	12/6/2019	M. Killings	40
CRNA Information Session	12/6/2019	A.Coleman & M. Killings	34
Information Session	12/6/2019	A.Coleman & M. Killings	23
CRNA Information Session	12/12/2019	A.Coleman & M. Killings	30
Information Session	1/10/2020	A.Coleman & M. Killings	24
CRNA Information Session	1/10/2020	A.Coleman & M. Killings	28
Job Fair (UAMS)	1/23/2020	M. Killings	32
CRNA Information Session	1/23/2020	A.Coleman & M. Killings	30
Heath Professions Fair ASU	1/30/2020	M. Killings	20
Jonesboro At Ronald Riggs Gymnasium	2/5/2020	M. Killings	68
Arkansas Mid-South	2/7/2020	M. Killings	22
EACC-College Transfer Fair	2/11/2020	M. Killings	16
LRSD Career Day - St. Mark Baptist Church	2/13/2020	M. Killings	30
ASU College of the Ouachita	2/14/2020	M. Killings	24
National Park College	2/18/2020	M. Killings	20
Pulaski Tech-South	2/19/2020	M. Killings	15
SAU Tech	2/20/2020	M. Killings	8
UACCH- Texarkana	2/24/2020	M. Killings	6
UACCB	2/26/2020	M. Killings	19
ASU Beebe	3/3/2020	M. Killings	23
UACC Morrilton	3/4/2020	M. Killings	10
NWACC	3/5/2020	M. Killings	6
HOSA	3/9/2020	M. Killings	4
UA Pulaski Tech-North	3/10/2020	M. Killings	11
Information Session- CON	5/12/2020	A.Coleman & M. Killings	19

## Meeting Institutional Goals for Recruitment and Retention

For the 2019-2020 academic year, CON awarded 161 scholarships, of which, 32 (19%) were awarded to underrepresented students. The CON is always looking at new ways to fund scholarships and many of our scholarships are earmarked for minority, underrepresented, first time college attendees, or students from rural institutions/counties. One of the largest scholarships in our college is the Dean's Diversity Endowed Scholarship, which provides funds to a nursing student who is from a group

underrepresented in nursing. The CON is continuing to look for funding opportunities to improve diversity within the college.

The CON student services department is charged with helping to recruit for our baccalaureate and graduate programs to meet our outcome measures. The outcome measures of the undergraduate and graduate programs are 15% of underrepresented admissions. We consistently have met these goals. In the last year, the MNSc and DNP programs admitted 26.47% of underrepresented students in fall and spring. The undergraduate programs admitted 25.17% of underrepresented students for 2019-2020. A variety of recruitment and retention strategies are employed to engage applicants and successful students as outlined above.

## **Monitoring Progress**

The College of Nursing monitors the following outcome measures annually several ways:

- The College's Strategic Plan is reviewed annually.
- The College monitors progress through an annual report and based on outcomes, goals are revised and adjusted as necessary.

## **Outcome Measures**

Baccalaureate Education:

- The BSN completion program continues to recruit from within and outside of Arkansas
  - Approximately 25 new students are recruited from the Regional Centers and Little Rock
- Replacement faculty are hired as necessary
- 90% of students will satisfactorily pass all evaluation measures
- Pass rate on NCLEX each year for graduates should be at least 90%
- 100% of students who need assistance will be referred to the Academic Coach, Student Success Center, or appropriate faculty resource
- At least 15% of the BSN class admitted per year is from underrepresented populations

Graduate Education:

- At least 15% of the graduate student body admitted annually adequately reflects the underrepresented population of the state; annual recruitment activities focus on diverse

populations

- A minimum of 5 PhD and DNP students are admitted annually
- 100% of graduating PhD students receive funding grants for dissertation support

#### Faculty/Staff

- Mentoring program is in place continuously
  - Faculty members serve as mentors and/or mentees/protégé
  - A minimum of one meeting per semester is held with new faculty to discuss teaching issues/concerns
- Using the newly developed recruitment package, three research faculty applicants will interview per year provided vacant faculty positions exist
- The Dean or Associate Dean will conduct an exit interview with outgoing faculty
- Annual support is provided for all faculty
  - Clinics/forums occur twice each year
  - Consultation services are provided by SRC and the College of Nursing IRB committee members
- At least 10% of faculty participate in the faculty incentive plan
- A minimum of one event annually is held to recognize achievements of students, staff, and faculty.
- The College of Nursing will provide funding for 100% of faculty to attend conferences, seminars, or clinics pertaining to professional development in their respective areas, budget permitting.

#### **Progress Budget/Timeline**

- Our current budget is 94.8% personnel costs, which restricts our ability to have flexibility in allocating resources across the College.

## **College of Pharmacy (COP)**

The mission of the College of Pharmacy (COP) is supportive of UAMS' mission. The UAMS COP's mission is to improve the health of culturally diverse populations by educating pharmacy leaders to address community health needs, advancing scientific discovery to produce innovations in healthcare, and fostering progressive pharmacy practice through service to the profession. The mission statement was revised in 2008, along with the addition of a vision statement. The vision statement is "transforming healthcare throughout Arkansas and beyond."

### **COP Curriculum**

All applicants must complete a pre-pharmacy curriculum (a minimum of 61 credit hours) which guides students through introductory courses in mathematics and the natural sciences. In addition, the pre-pharmacy curriculum requires courses in the humanities and social sciences. Approximately 56% of recent successful applicants earned a BS, BA, or higher degree prior to enrollment in the College of Pharmacy. The professional curriculum that leads to the Doctor of Pharmacy (Pharm.D.) degree requires four years of full-time study at UAMS.

### **COP Student Recruitment and Retention**

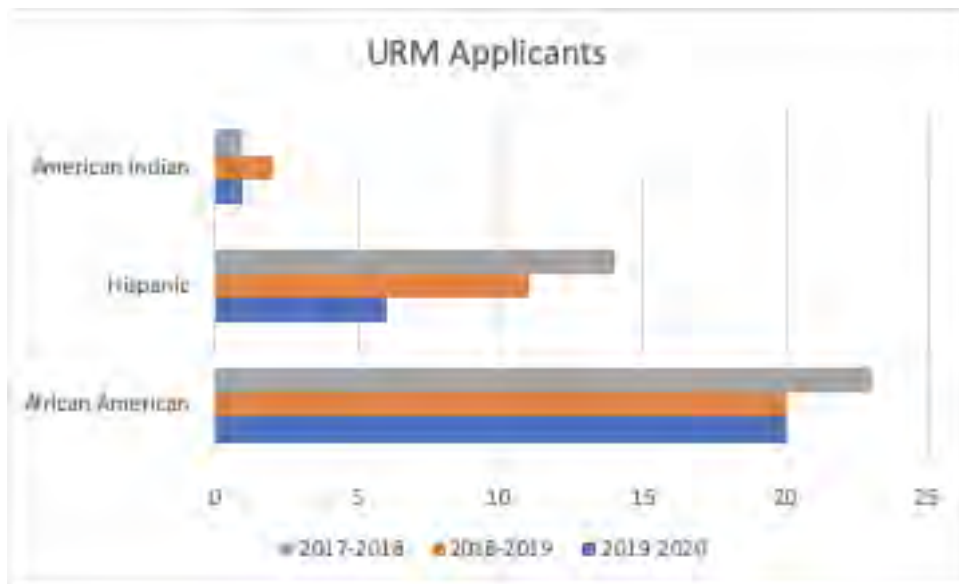
The COP Director of Recruitment, Mr. Willie Hicks, is responsible for student recruitment efforts and reports to Dr. Lanita White, Assistant Dean for Student Affairs. The Director of Recruitment coordinates with undergraduate colleges and universities and partners with other UAMS recruiters and the Division of Diversity, Equity, and Inclusion (DDEI) to engage the pool of applicants for recruiting events. The DDEI coordinates with the efforts of the College's Assistant Dean for Student Affairs, Director of Admissions, Dr. Angie Choi, and Director of Recruitment to continue to work toward our goal of a significant underrepresented minority presence in our school and the profession. The DDEI and COP Director of Recruitment focus on minority students in both high school and early college years. In addition, the Director of Recruitment is heavily involved in the planning and implementation of the annual campus wide DDEI sponsored Diversity Day held by UAMS for all colleges in the State of Arkansas

Since 2007, the COP has hosted 20-40 high school students in June for Pharmacy Camp. They participate in pharmacy related activities in the classroom, laboratory, and practice site during the week-long camp. Many of these students have received scholarships to attend the camp. Due to COVID-19, the 2020 camp was cancelled with plans to reevaluate resumption in 2021. The Director of Admissions also

contributes to the recruitment efforts of the college through campus tours, counseling of prospective students and other activities. In addition, the college participates in MAPS Conference/Diversity Day and the Health Professional Recruitment Exposure Program (HPREP). Student organizations and faculty are also active in recruitment activities. The college's SNPhA (Student National Pharmaceutical Association) chapter hosts high school students on campus to participate in compounding sessions and career discussions. The SNPhA Chapter and the Director of Recruitment also extended invitations to minority high school students to become a member of SNPhA, and SNPhA members spoke on behalf of the College at various diversity events.

Starting in the Fall 2008, the COP supported a trial of the Pharmacy College Admission Test (PCAT) prep course. The pilot program produced positive outcomes. Since 2009, the College, with support from Walgreens, has invested in a more extensive PCAT preparatory program with coordination by the Center for Diversity Affairs and the National Pharmacists Association of Arkansas (NPAA). The purpose of the program was to assist a significant number of students from historically underrepresented backgrounds to improve their individual PCAT scores. In 2018 one student participated in the prep program. In 2017, four students participated, five in 2016, and in 2015, twenty-three students participated between 2011 and 2014 (2011= 7 students; 2012= 5 students; 2013= 7 students; 2014= 4 students). On average, PCAT composite percentile scores increased over the original best. To date, 21 students from the PCAT prep course have been admitted to the COP. One notable fact is that 100% of the 2016 cohort were admitted for the 2016-17 academic year and one additional this year for Fall 2018. It is too early in the process to determine matriculation and program completion rates, but we are hopeful for the continued positive outcomes of the program. As we continue to assess our programs and external partners, the college in collaboration with Walgreens, decided to reallocate the funds previously used to administer the PCAT Prep Program to scholarships for underrepresented minority students accepted to the college. We have found that in recent years, more students are opting for national preparatory programs which allows us to reallocate funds in support of matriculated students.

An analysis of our application and admission trend data from the 2017-2018, 2018-2019, and 2019-2020 academic years indicated a slight decrease in African American applicants from 23 applicants in 2017-2018 to 20 applicants for the next two years. A negative trend in Hispanic applicants occurred over the past three application cycles (14, 11, 6 respectively). Applications from American Indian students were few during the past three years (1, 2, 1 respectively).



These negative trends in URM applications to the UAMS COP were countered by the positive growth in URM enrollments to the college. During fall 2018, 4 URM students enrolled at the UAMS COP. Enrollment grew to 10 students during fall 2019. A large increase of 70% (17 students) in URM enrollment occurred in our most recent cohort who matriculated in fall 2020. URM students comprise 19% of the entire cohort (89 students) for the Class of 2024. Offers of admissions were made to 19 URM students for fall 2020 and 17 (89%) matriculated into the college.





Recruitment efforts for URM students have increased due to strategic, targeted coordination with the DDEI. Another noteworthy addition to our recruiting plan for URM students is coordination with outreach coordinator, Ms. Renisha Ward, with two HBCUs, the University of Arkansas at Pine Bluff (UAPB) and Philander Smith College. The implementation of a satellite office at UAPB has increased our visibility on UAPB's campus and significantly increased our URM applicant pool and enrollment yield from UAPB with a 600% increase from 2018-2019. During the 2019-2020 academic year, the UAMS COP recruited 6 students from UAPB and 1 from Philander Smith.

## **COP Student Scholarships and Tuition Waivers**

Scholarships serve as a mechanism to decrease the financial burdens of students from underrepresented backgrounds and disadvantaged communities. The COP's Dean and Institutional Advancement staff have been assisted by Dr. Alvin Simmons, Pharm.D. (UAMS '77 and '95) to create an endowment to provide scholarships for underrepresented minorities. Using unrestricted funds available at her discretion, COP Dean, Dr. Stephanie Gardner funded three initial scholarships that were awarded April 15, 2007. From 2007-present, succeeding COP Deans have continued this commitment and provided approximately \$45,000 for the National Pharmaceutical Association of Arkansas (NPAA) scholarship awards. In 2019 - 2020, there were 5 NPAA Endowed Scholarships (\$5,000 total) awarded and three scholarships (\$6,000) awarded in 2020 - 2021. The use of unrestricted funds allows all income derived from invested funds to remain invested, thereby more rapidly increasing the capital in the endowment. It has been the Dean's practice with newly endowed scholarships, honoring donors by presenting first scholarship awards in the same academic year that funds are raised, rather than waiting for investment income to become available.

The initial goal was to raise a \$100,000 endowment for these scholarships. Funds raised to endow these scholarships are administered for the College of Pharmacy by the University of Arkansas Foundation, Inc. According to the gift agreement, signed on February 6, 2006, income from this endowment will be reserved in perpetuity to fund scholarships for pharmacy students representing historically underserved minority groups, or who demonstrate particularly great need.

In addition to the NPAA scholarships, the College awarded five scholarships with an emphasis on diversity. These five scholarships are the Phillips County Endowment, Robert N. Manley & Robert H. Manley Memorial Scholarship, Walgreens Multilingual Award, Walgreens Diversity & Inclusion Excellence Award and the CVS Health Foundation Pharmacy Scholarship.

- The Phillips County Endowed Scholarship is granted annually, starting in the Spring of 2010. Phillips County represents the focus of the Delta region of Arkansas and has great numbers of students from historically underrepresented minorities. The College is committed to using this scholarship to enhance the diversity of our student body in the future.
- The Robert N. Manley and Robert H. Manley Memorial Scholarship is a scholarship awarded to a first-year pharmacy student from Johnson, Pope or Franklin counties with significant diversity of background and interest in community pharmacy practice.
- The Walgreens Multilingual Award is a monetary award given to students who are multilingual.
- The Walgreens Diversity & Inclusion Excellence Award is awarded to a single student with an interest in community pharmacy and meets the criteria of: 1) embraces diversity and promotes diversity and inclusion initiatives on campus, or 2) represents an underrepresented minority group.
- The CVS Health Foundation Pharmacy Scholarship is awarded to a student who 1) is a fluent speaking bilingual student; or 2) is precepting or volunteering some of their time with organizations that are supporting underserved populations.

The amount of scholarship and awards received by underrepresented minority students continues to increase each year. The efforts underway to increase endowment and scholarship income will sustain our progress in this area of student development.

The UAMS campus approved a Non-Resident Diversity Scholarship Program in 2011. The UAMS Non-Resident Diversity Scholarship Program was established with the following objectives.

- Assist educational programs at UAMS to achieve established diversity recruitment goals.
- Increase the diversity of the applicant pools to UAMS education programs with respect to race, ethnicity, gender, socio-economic status and geographic origins.
- Help defray rising educational costs for UAMS students especially those who are economically disadvantaged.
- Increase diversity among the Arkansas health and healthcare professions workforce, especially those serving underrepresented and medically underserved populations.

In addition to scholarships, the College has two tuition waivers: academic waiver and diversity waiver. These tuition waivers grant in-state tuition for students who are academically competitive based on prerequisite coursework and application or qualify as an underrepresented minority student. From 2014 - 2019, the College has provided 20 diversity waivers (average 3/year) and awarded five in 2020. It is worth noting that students are only eligible for one waiver and that several students who receive a

diversity waiver also qualify for an academic waiver as well. The College opts to grant a diversity waiver when the student is eligible for both waivers. The waiver amount is the same and by offering a diversity waiver, the College has the ability to award more tuition waivers thereby, increasing the available waivers.

## **COP Student Support Services and Mentoring**

Once students start the program, their performance is monitored by the Assistant Dean for Student Affairs, Associate Dean of Academic Affairs, and the Associate Dean of the NW Campus. These members of the executive team monitor the performance of all students in the program to ensure academic success and progress and when needed, provide support to mitigate difficulties in the program. This regular monitoring allows the College to track on-time graduation of all students as well as completion and success in individual courses. This team works closely with student services which include the Student Success Center that offers tutoring and study strategies and the Student Wellness Center that offers comprehensive mental health support. These centralized programs are critical to the success of our students. The Assistant Dean for Student Affairs is responsible for coordination of student services.

The College has continued to develop a mentoring program for our minority students by working with practicing pharmacists who belong to the Arkansas Medical, Dental, and Pharmaceutical Association (AMDPA). The AMDPA is an interprofessional, predominantly minority membership professional organization. The organization that offers mentoring, networking, and financial support for UAMS students in pharmacy, medicine and physician assistant studies. Additionally, the advisors for the Student National Pharmaceutical Association (SNPhA) are members or are also engaged with AMDPA and members of the SNPhA chapter attend the annual statewide meeting of AMDPA. The AMDPA also provides scholarships for currently enrolled students to provide tuition support to students.

As the College continues to take a more targeted, multifaceted approach to recruitment and retention of underrepresented minority students, we continue to search for best practices and strategies to ensure our success. We are committed to our College's mission to improve the health of culturally diverse populations. We believe the best way to accomplish this is by also educating a diverse pool of pharmacists to care for them.

## **College of Public Health (COPH)**

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

Students – the COPH has since its inauguration embraced the goal of having a culture of diversity. From the very beginning, the COPH student body demographics have, at a minimum, reflected the population demographics of Arkansas. In more recent years, the African American students' percentages have exceeded representation in the population as a whole, but goals have been made to increase the representation of Hispanic, Pacific Islander and other under-represented minority groups. In June 2020, the college was awarded a HRSA Maternal and Child Health (MCH) Catalyst grant to establish a MCH Track for the Masters of Public Health program. This grant includes funds for student scholarships for under-represented minority students interested in MCH. The college also submitted a grant to HRSA for Scholarships for Disadvantaged Students. Though this grant was not funded, administrators plan to apply again in the future and seek other opportunities to provide financial support to students.

Staff – as with our student demographics, minority representation in the COPH staff in general exceeds that of the general population in Arkansas. But, the college has recognized the need to provide opportunities for capacity building and career advancement of staff to promote retention.

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 under-represented minority faculty. This has primarily been accomplished through pipeline of post-doctoral fellows, identifying potential applicants through professional organizations, and diversifying the outlets used to promote open positions. These efforts have resulted in increased numbers of minority faculty applicants and those joining the faculty in both non-tenure track and tenure track positions. Retention of under-represented minority faculty is also a priority for the college. New and creative means to promote retention is currently being sought.

### **Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives:**

Over the past year a number of activities and programs have been implemented under the direction of the COPH Assistant Dean for Diversity, Equity and Inclusion, Dr. Keneshia Bryant-Moore.

- The CPH Diversity committee was re-established in the fall of 2019 and is co-chaired by Dr. Bryant-Moore and Dr. Kate Stewart, Director, Office of Community Based Public Health. The committee has requested a name change to the CPH Diversity, Equity and Inclusion committee to ensure that persons within the college are diverse, but are also treated equitably and feel included. The committee is comprised of representation drawn from CPH leadership, faculty, student and staff ranks in addition to a representative from the UAMS DDEI. The committee convenes monthly and has begun to develop a strategic plan that will include objectives, goals and measurable outcomes related to minority recruitment and retention. The CPH Diversity committee strategic plan was delayed due to the COVID-19 pandemic. But, plans will be presented to Dean Mark Williams and the Dean's Executive Committee (DEC) for approval. The DEC membership includes senior leadership (dean, associate/assistant deans), department chairs, and center directors, and serves in an advisory capacity to the Dean.
- The CPH has recognized racism as a public health crisis and realizes that racism has a direct impact on recruitment and retention of under-represented minorities. In an effort to address racism, the college has implemented several strategies to combat the impact of racism
  - A two-part series - Racism a Public Health Crisis was held during July 2020 the sessions included: Session 1: Healing Space for CPH Students, Staff & Faculty and Session 2: Moving toward Solutions - Addressing Racism through a Public Health Lens. This series was organized by Dr. Bryant-Moore.
  - A bi-monthly (every two months) "Race & Discrimination Reading/Discussion Groups" was established and led by Drs. Creshelle Nash (adjunct faculty in the CPH) and Dr. Stewart.
- The CPH annual Scholarly Writing Retreat was piloted in May 2019, but became official programming of the college in 2020. The purpose of the Scholarly Writing Retreat is to provide a supportive, distraction-free environment that will enhance the writing skills and dissemination of research findings and other scholarly work among doctoral students, post-docs, alumni, faculty, and community partners. Students, junior faculty, and those from underrepresented racial/ethnic groups are especially encouraged to participate. Under-represented minority students disproportionately lack proficient writing skills and under-represented minority faculty on average have fewer publications which has a direct impact on tenure/promotion and grant funding opportunities.
- Safe Listening Space sessions for CPH students will be established the fall of 2020. This safe space is designed to provide students the opportunity to express their feelings and concerns as it relates to diversity, equity and inclusion in a judgement free space. The goal is for the college to

have an opportunity to have open and honest conversations with students to provide them the ongoing support needed to be successful.

- Diversity Training – In alignment with UAMS’ Vision 2029, the college is requiring diversity training for all staff and faculty. The college has offered Implicit Bias training and others will be offered at least twice a year. These trainings are imperative to creating an environment that is welcoming and supportive of under-represented minorities.
- Tenure and Promotion Celebration – Key ingredients to retention of faculty is recognition, appreciation and celebration. In 2019, the college began to celebrate those who were awarded tenure and/or promotion.

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

Baseline data was reviewed in early 2020 to track trends in recruitment and retention of minority students, staff and faculty. This process is in coordination with the efforts of the UAMS Division of Diversity, Equity and Inclusion. Data will be reviewed a minimum of annually to monitor progress. There will be ongoing efforts to support the programming to support diversity and the recruitment of minority students through scholarships, fellowships and other training opportunities. Funding sources will likely include institutional funds, grants, and donations. As part of the tracking for meeting the goals of the college’s strategic plans, these efforts will be monitored in addition to being included in the annual reports of the College’s Assistant Dean for Diversity, Equity and Inclusion and the DDEI.

## **Graduate School (GRS)**

### **Progress made meeting institutional goals and strategies and activities for recruitment and retention**

#### **Recruitment**

The Graduate School has continued a number of initiatives to improve recruitment of students from underrepresented (UR) groups. The Graduate School's Assistant Dean for Recruiting, Diversity, and Retention, Dr. Tremaine Williams, was responsible for overseeing initiatives aimed at recruitment and retention of graduate students. To accomplish this, the Graduate School was represented at numerous Career/Graduate Fairs. Some of the schools visited in the 2019-2020 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 Historically Black Colleges and Universities (HBCUs) increased by 10% during this recruitment cycle and included visits to Mississippi Valley State University and Dillard University. The Graduate School was also represented at the Annual Biomedical Research Conference for Minority Students (ABRCMS) in Los Angeles, CA. The Graduate School also participated in the UAMS Day Series which exposed 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 2019 to introduce undergraduate and graduate students to the various science career options. At this event, speakers from a wide range of career options discussed the job description, advantages, disadvantages, salaries, and opportunities for advancement within each career track. Representatives from 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 2019: Alcorn State University, Fisk University, Jackson State University, Lane College, Philander Smith College, Mississippi Valley State University, and the University of Arkansas at Pine Bluff.

#### **UAMS Initiative for Maximizing Student Development**

Dean McGehee serves as Co-Director with Dr. Billy Thomas, former Vice Chancellor for Diversity and Inclusion, on an NIGMS R25 grant aimed at increasing the number of underrepresented

minorities (URM) in the behavioral and biomedical sciences. Dr. Tremaine Williams (Graduate School Assistant Dean for Recruiting, Diversity, and Retention) serves as Co-Investigator. This grant, entitled The UAMS Initiative for Maximizing Student Development (IMSD) Program, was renewed in 2018 for 5 years with \$2.8 million in funding (02/01/2019-01/31/2024). Student participants are funded (stipend and tuition) by the IMSD Program for their first two years of graduate study in one of the nine biomedical sciences PhD programs. After two years, funding is provided by the graduate program or faculty mentor. Students selected for the IMSD Program participate in a five-week summer transition program consisting of lectures on various biomedical topics, career and developmental seminars, and a summer research rotation prior to the fall of their first year. Students receive funding and academic credit during this transition program. Additional benefits of the IMSD Program includes a formal mentoring program, a seminar series featuring nationally recognized minority scientists, development of a competency-based academic portfolio, and group problem-solving sessions. Meetings are held with the students and the IMSD Leadership Team every 2 months to discuss student progress and development. 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, seven students are supported by the IMSD grant. Since the program began in 2009, 51 students have been accepted. The population of accepted trainees include current graduate school students (n = 25), Ph.D. graduates (n = 20), Master of Science degree graduates (n = 3), and academic withdrawals (n = 3).

The overall goals of the funding cycle of the UAMS IMSD Program were to enhance our success in retaining UR PhD students and to refine strategies to recruit additional UR PhD students. Our specific, measureable objectives were to graduate 90% of these students. Currently, UR PhD students make up 11% (n = 17) of PhD enrollment (n = 154), therefore we are closer to achieving this objective. Our objectives align with the NIH Minority Biomedical Research Support (MBRS) program goals, which are increasing the number of UR students who graduate from doctoral programs in the biomedical sciences at institutions with a research-intensive environment and reducing the PhD completion gap between UR and non-UR students in the biomedical sciences.

### **Jackson State University (JSU) Bridges to the Doctorate Program**



JSU and UAMS partnered together to facilitate the entry of JSU MS graduates into UAMS biomedical science doctoral programs in October 2011, and UAMS is a partner institution for the currently NSF-funded Louis Stokes Alliances for Minority Participation Bridges to the Doctorate Program. A formal Academic and Research Memorandum of Understanding between UAMS and JSU is in place. A visiting professor lecture series has been established, where 2 to 3 times a year UAMS and JSU faculty travel to the respective partner campus to present scientific seminars and interact with respective partner faculty and students. This has led to 10 seminars between the 2 campuses. In addition, JSU Bridges students have an opportunity to take part in the UAMS SURP to Increase Diversity in Research (up to 3 a year). Six IMSD students (two PhD graduates) are former JSU Bridge participants. Drs. Thomas and/or McGehee visit JSU annually. In addition, Dr. Williams has attended the Jackson State graduate and career fairs for the last 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.

The PhD Summer Transition Program and all related activities since program inception have had a 100% attendance rate. At the end of the first year of graduate studies, IMSD students submitted a survey evaluation of the transition program and how it helped during their first year of studies.

### **UAMS Summer Undergraduate Research Program to Increase Diversity in Research**

Dean McGehee also serves as Co-PI with Dr. Billy Thomas on an R25 proposal from the NHLBI for the Summer Undergraduate Research Program to Increase Diversity in Research (06/01/2011-05/30/2021). The overall goal of the SURP is to provide UR students with research, mentoring, and networking experiences; real life surgical observations; and simulated cardiovascular demonstrations to increase their interest in careers in cardiovascular, pulmonary and hematologic research. Eight cohorts of students (88 total) have participated in the SURP during summer 2012 through 2019. In 2020, 92% of SURP participants were UR minorities (67% female, 25% male). The program has been successful at meeting goals: 100% of participants have either completed or are still enrolled in a bachelor's degree program, and many program participants are now enrolled in graduate degree programs.

## **Additional Activities**

The Graduate School strives to retain graduate students in the various programs by providing student development activities and recognizing student achievements at student/faculty receptions. Students who have completed their PhD qualifying exams are recognized each fall at the annual Research Induction Ceremony. The Graduate Student Association also provides a number of opportunities for students to interact through intramural sports, social events, community service projects, and professional development seminars. These efforts are supported by the Graduate School. Finally, each program works with their graduate students to assist them throughout their academic career.

## **Timeline, Budget, and Evaluation**

All Graduate School recruitment and retention activities are evaluated annually for effectiveness. This year's goals for the five-year plan include the following:

1. Continue recruitment and retention activities needed to increase the number of UR applicants by 2024;
2. Modify the IMSD program as needed based on yearly program evaluations from participants;
3. Continue UAMS SURP to Increase Diversity in Research and modify program activities based on yearly program evaluations from participants;
4. Identify additional funding mechanisms that partner the Graduate School with the Division for Diversity, Equity and Inclusion; and
5. Continue to support the UAMS Graduate Student Association.

There is no separate budget for minority recruitment and retention. Many of the retention efforts are supported by the NIH NIGMS IMSD and NHLBI SURP grants described above. In addition, the Graduate School spends approximately \$4,000 per year on travel (this includes exhibit booth costs) to conferences that have a significant number of underrepresented minority undergraduate students. These efforts will continue and will be reevaluated annually.

***University of Arkansas at Monticello  
Annual Report  
Fiscal Year Ended June 30, 2020***

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 2015 has been approximately 35.3 percent: 2015 (32.3%); 2016 (32.5%); 2017 (35.1%); 2018 (38.2%); and 2019 (38.2%). The African American population was constant from Fall 2015 to Fall 2016, increased slightly in Fall 2017, reached a new high in Fall 2018 (28.1%), and slightly decreased in Fall 2019 (26.4%). The Hispanic population has slightly increased each year since 2015, reaching a new high in Fall 2018 (5.8%) but slightly decreased in Fall 2019 (3.5%). Other ethnic minorities have stayed relatively constant from 2015-2019. 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%) and reached a new high in Fall 2019 (6.4%).

Using Fall 2018 and Fall 2019 data provided by the Chief Information Officer, the following table indicates changes in ethnic minority enrollment for the last two years.

<u>Fall 2018 Headcount</u>		<u>Fall 2019 Headcount</u>	
African American	881	African American	738
Hispanic	181	Hispanic	97
American Indian	12	American Indian	5
Asian	12	Asian	10
Non-resident Alien	30	Non-resident Alien	21
Unknown	6	Unknown	15
Two or more	71	Two or more	180
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, Criminal Justice, Computer Information Systems, and Business Administration. Hispanic enrollment was highest in the following areas: Agriculture, Business Administration, Health and Physical

Education (Exercise Science), and Nursing. For non-minority populations, Agriculture, Biology, Business Administration, Education Studies, Natural Resource Management, and Nursing were the more popular major fields of study.

In the technical programs, minority enrollment was highest for African Americans in the Associate of Applied Science in General Technology, Practical Nursing, and Early Childhood Education. The majority of Hispanic students enrolled in technical programs chose Electromechanical Technology, Practical Nursing, 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 Engagement 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. Nassau
  - 10. Mexico
  - 11. Nigeria

### **Office of Admissions Report**

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2019-2020 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall/spring.
- UAM serves as a host college for F-1 and M-1 VISA international students through U. S. Immigration and Customs Enforcement on all three campuses.

- The International Club membership remained stable in FY2019, meeting monthly to discuss changes in international policies and to address issues and opportunities. Attendance was 80-90 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 was provided to all students. Ride share within the international club was formed and used by many. Two 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 six transition fairs
- Attended eleven high school transition meetings for incoming SSS students
- Twelve minority recruitment events were attended across the state.
- Recruitment/campus representation was available during area/regional programs and fairs.

- Recruitment presentations were offered to high school juniors and seniors across the state, and in Louisiana, Mississippi, Missouri, Oklahoma, Tennessee and Texas.
- 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. 375 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 2018 through Summer 2019.

2018-2019 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 2019-20 fiscal year, the University hired minorities in both staff and faculty positions.

On June 30, 2020, the percentage of minorities employed on a full-time basis was as follows:

Non-Classified	26%
Classified	37%
Faculty	37%

As of June 30, 2020, the University hired the following percentage of minorities in full-time positions during the 2019-20 fiscal year:

Non-Classified	48%
Classified	52%

#### **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, 2019, through June 30, 2020, is provided below in comparison with two previous years' statistics:

<b>UAM-CTC Students Ethnicity</b>	<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>	
Asian	1	0.30%	2	0.36%	1	.1%
Black/African America	124	27.60%	146	26.12%	175	28.6%
	11	2.50%	18	3.22%	30	5%
White/Caucasian	293	65.2%	362	64.76%	371	60.7%
American Indian	4	.90%	2	0.36%	1	.1%
Two or more races	15	3.00%	21	3.76%	29	5%

Non Resident Alien	2	.50%	7	1.25%	3	.4%
Other/Unknown	0	0.00%	1	0.18%	1	.1%
Hawaiian or Other Pacific Islander	0	0.00%	0	0.00%	0	0%
<b>Total Students</b>	<b>450</b>	<b>100%</b>	<b>559</b>	<b>100%</b>	<b>611</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, 2019, through June 30, 2020, is provided below in comparison with two previous years' statistics:

<b>Adult Education Program Ethnicity</b>	<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>	
Asian	2	1.30 %	1	1%	2	2%
Black/African America	53	33.80%	41	32%	41	39%
Hispanic/Latino	14	9.00%	12	9%	13	12%
White/Caucasian	83	52.90%	68	54%	50	47%
Two or more races	5	3.00%	5	4%	0	0
Hawaiian or Other Pacific Islander	0	0.00%				
<b>Total Students</b>	<b>157</b>	<b>100%</b>	<b>127</b>	<b>100%</b>	<b>106</b>	<b>100%</b>

### **Recruitment and Retention of Students**

The UAM-CTC campus exercises a policy of equal educational opportunity in keeping with the University. All applicants for admission are considered solely on the basis of individual qualifications. Initiatives beyond the University's role that are specific to maintaining diversity of student enrollment and increasing retention on the Crossett campus include:

- Giving emphasis to recruiting students into nontraditional roles as indicated by female students in Welding Technology, male students in Practical Nursing, male students in Nursing Assistant, female students in Electromechanical Technology-Instrumentation, and a male student in Early Childhood Education,
- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations,
- Utilizing the campus' new electronic sign to promote the diversity of the student body and training specific to non-traditional gender occupations,

- Recognizing Black and Hispanic holidays through bulletin board presentations and displays,
- Monitoring the attendance and academic performance of all students and providing students with guidance and access to available resources that will assist them with accomplishing their educational goals,
- Developing campus advertisements, promotions, and flyers that have multi-racial and gender representation,
- Providing tutoring services to assist students and increasing academic retention (targeting first-generation college students who are low-income and/or who are disabled),
- 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:

<b>Career Pathways Ethnicity</b>	<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>	
Asian	0	0%	0	0.0%	0	0.0%
Black/African America	29	31%	27	35.53%	34	44.74%
Hispanic/Latino	3	3%	2	2.63%	3	3.95%
White/Caucasian	62	65%	44	57.89%	38	50%
Other	1	1%	3	3.95%	1	1.31%
<b>Total Students</b>	<b>95</b>	<b>100%</b>	<b>76</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 63% percent. Using data provided by the Director of Institutional Research/FOI Officer, the following table indicates all ethnic minority enrollment for July 1, 2019 through census of spring 2020; 614 total students with 383 being minority as follows:

<b>UAM-CTM Students</b>	<b>2019-20</b>	
Non-Resident Alien	0	0.00%
Hispanic	18	3.00%
Asian	1	0.00%
American Indian	3	0.00%
Hawaiian	0	0.00%
Black	352	58.00%
White	231	38.00%
Two or More Races	9	1.00%
Unknown	0	0.00%
<b>Total</b>	<b>614</b>	<b>100.00%</b>

The campus seeks special interest in recruiting minority students, faculty, and staff; however, the campus also wants the most qualified employees. The campus continuously seeks to recruit minorities for its faculty and staff positions. The Vice Chancellor and Assistant Vice Chancellor for the campus are minorities (African American). The minority representation of the faculty is as follows: Emergency Medical Technology Instructor/Director – Asian or Pacific, one early childhood instructor (African American), an automotive instructor (African American), and a commercial driver's license instructor (African American). We also have staff members who are minority, all are African American: School Counselor, Information Technology Director, Director of Student Services, Director of Career Pathways, Assistant Director of Career Pathways, Human Resource Specialist, two Administrative Specialist's III, and a maintenance assistant.

### **Recruitment and Retention of Students**

The UAM CTM campus exercises a policy of equal educational opportunity. All applicants for admission are considered solely on the basis of individual qualifications. Activities supportive of a professional staff and faculty committed to maintaining

diversity of student enrollment and increasing retention beyond that of the university include the following:

- The development of campus advertisements, promotions, and flyers that represent multi-racial and gender representation.
- The development of tutoring services to assist students academically to aid in student retention.
- The Adult Education Program is non-credit instruction. The number of students served in the program was 49% minority (126/259 students). All Adult Education Programs incorporated lessons across the curriculum that highlighted Native Americans in November, Black History month in January, and biographical readings covering various minority leaders. The lessons covered the content areas of reading, social studies, science, and writing. Videos, essay writing, and additional content readings were some of the activities in which the students participated.
- The recruitment of Hispanic students for ESL (English as a Second Language) classes is a continual effort. Flyers promoting ESL classes were distributed throughout the community. The Adult Education website has a Spanish link and brochures in Spanish are also available.
- The utilization of the Career Pathways Initiative program provides tutoring and financial aid resources and contributes to the recruitment and retention of students. The percentage of minority students served FY19 through this program is approximately 81% (117 minorities out of a total of 145 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



# PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS

## 2019-20 MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

Submitted Fall 2020

### [Abstract](#)

[Phillips Community College of the University of Arkansas Minority Recruitment and Retention  
Annual Report.]

[dking@pccua.edu](mailto:dking@pccua.edu)

## PCCUA MINORITY RECRUITMENT AND RETENTION REPORT FOR 2019-20

### **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. Submit to [academic.affairs@adhe.edu](mailto:academic.affairs@adhe.edu)

The Minority Recruitment and Retention annual report should include at a minimum the following:

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

Phillips Community College of the University of Arkansas (PCCUA) has been identified as an Achieving the Dream Leader College because we have had three consecutive years of academic improvement with our student performance outcomes. As an ATD college, we have worked hard to reduce barriers faced by first generation students and students of color. The Higher Education Act of 1971 (reauthorized in 1965, 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008) defines minority status among students and PCCUA has a high minority student enrollment. Technically the student population at PCCUA is not diverse it is a biracial. Approximately 47.4% (904) of the students are African-American and about 46% (880) of the student population is white. Slightly more than 6.4 % of the student enrollment (123) are classified as other minority. About 60% of the total fall enrollment was female and 60% of the Spring 2020 enrollment was female (749). Males

comprised 40% (623) of the Fall 2019 enrollment and 40% (501) of the Spring 2020 enrollment. (See Table 1 & Table 2)

**Table 1: Minority Student Enrollment**

<b>Student Ethnicity</b>	<b>Fall 2019</b>			<b>Spring 2020</b>			<b>Undup. Fall and Spring</b>
<b>Race/Ethnicity</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Total</b>
<b>Asian</b>	3	5	8	3	4	7	9
<b>Black</b>	296	436	732	251	358	609	904
<b>Hawaiian/Pacific Islander</b>	0	0	0	1	0	1	1
<b>Hispanic</b>	19	24	43	14	22	36	50
<b>Am Indian</b>	5	3	8	4	3	7	8
<b>White</b>	284	417	701	217	333	550	880
<b>Two or more races</b>	7	12	19	5	10	15	20
<b>UK</b>	9	20	29	6	19	25	35
<b>Total</b>	623	917	1540	501	749	1250	1907



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

<b>Year</b>	<b>Headcount (unduplicated)</b>	<b>FTE</b>
<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>2019-20</b>	1907	1796
<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
<b>Fall 2019</b>	1540	886

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

PCCUA works diligently to seek and retain qualified minority faculty and staff.

Recruiting quality minority faculty for college positions requires active planning and engagement. PCCUA has tried to replace retired or resigned minority faculty and staff with minority faculty and staff. However, the College does not limit any faculty or staff search. It is more difficult to hire minority faculty in certain disciplines such as nursing, science, and math. Faculty in the Division of Allied Health receive \$8,000 added to the base as established on the PCCUA Salary Placement Schedule in order to compete with salaries in the allied health fields. The College has added two minority faculty for 2020-21 in the Division of Allied Health, to the nursing programs. The PCCUA faculty salaries are lower than other colleges and lower than the public schools. In addition, all three PCCUA campuses are located in rural regions of the state which is often not attractive to

new college graduates. Having minority faculty and identifying minorities in leadership positions is an integral part of the college's strategic agenda (See Table 2).

**Table 3: 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>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
<b>2019-20</b>	9	59	59	125	184
Note: Numbers reflect declining enrollment resulting in reduced faculty and staff.					

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

PCCUA hired a couple of new minority faculty and several administrators during the 2019-20 year. The newly hired Vice Chancellor for Student Services is an African-American female, a new Student Support Services Grant Director is an African-American male. There was one new hire who serves as a public-school career coach. In addition to new hires, some employees attained higher ranking for administrative positions, for example the new Secondary Center Director was a minority male faculty member and he has been advanced into the director's position. (See Table 4).

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

Year	Minority Faculty	Minority Staff
2015-16	8	55
2016-17	9	68
2017-18	9	57
2018-19	8	55
2019-20	9	59

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

The number of minority adjunct faculty is low (See Table 5). It is very difficult to find masters prepared faculty in this region of the state. Many who have master's degrees have them in general education and not a content area. Most of the adjunct courses taught are ACTS transfer courses and require that instructors possess a masters in the discipline.

**Table 5: Adjunct Faculty**

Year	Male	Female
Black	0	4
White	9	19
Other	0	0
Total	9	23

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

The College is committed to trying to replace minority faculty and staff with new hires who are minority when that is possible. Table 6: New Minority Faculty and Staff by Gender and Position reflects these trends.

**Table 6: New Minority Faculty and Staff by Gender and Position**

Position	Ethnicity		Gender	
	African-American	White	Male	Female
<b>Faculty-instructor</b>	1	3	2	2
<b>Clinical Instructor</b>	0	0	0	0
<b>Professional Staff</b>	2	0	0	2
<b>Classified Staff</b>	2	2	1	3
<b>Total</b>	5	5	3	7

In addition to ensuring the faculty and staff at PCCUA are diverse that is important in Board of Visitors representation.

**Table 7: Board of Visitors and the University of Arkansas Board of Trustees**

Position	Ethnicity			Gender	
	African-American	White	Other	Male	Female
<b>PCCUA Board of Visitors</b>	4	8	0	6	6
<b>UA Board of Trustees</b>	1	9	0	9	1

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

PCCUA has five goals related to minority recruitment and retention of students, faculty, and staff.

A: PCCUA will improve the retention of students with a specific emphasis on minority retention. PCCUA has focused on retention as part of its Achieving the Dream Initiative, Student Support Services, and Career Pathways. The College has a mandatory orientation for all new and returning students enrolled. This orientation provides a comprehensive overview of college expectations and student services. It is believed that by investing in time early in the college experience and identifying student learning expectations,

students will be more likely to meet those expectations. In addition to the orientation, PCCUA faculty provide numerous cooperative learning experiences for students. These kinds of instructional student engagement activities may impact student retention.

B: PCCUA has been more successful in increasing minority recruitment and retention strategies which we believe improves the likelihood of student success. This year all campuses have initiated high school to college recruitment activities in order to encourage more high school graduate enrollment. In addition, all three campuses are engaging in “storefront” recruiting at banks, Walmart, and grocery stores. Signage, web materials highlight black students engaging in all College activities. The College has actively attempted to represent students of color and ensure that media in all forms reflects the student population. It is important to consciously select media images that not only reflect the student population but which shows students in all majors. It may sound unusual but we are actively thinking about students of color and making sure there is representation in every major.

C: PCCUA will continue to increase the number of minorities among the faculty and staff. PCCUA recruited and hired a black female for the Vice Chancellor for Student Services and a black male as Director of Enrollment Management. Both leaders are part of the Executive Council. A new nursing instructor was hired and she is a black female. The new Director of the Secondary Center is a black male. Additionally, PCCUA tries to replace minority staff or faculty with a minority hire when possible. This has ensured

that we continue to maintain the number of minorities employed. The College actively recruits qualified black applicants for any new position. (See Tables 3, 4 and 5)

D: PCCUA will continue to review recruitment, admission and retention efforts annually. The College has difficulty competing with urban areas in recruiting highly qualified faculty and administrators. Last year the Vice Chancellor for Student Services hired was a highly qualified African-American female with a doctorate, and experience working with students in a public university setting. Additionally, the Director of Student Support Services hired recently to direct the College grant is an African-American male with a doctorate.

E: PCCUA seeks qualified applicants for review to increase the opportunities of appointing a minority representation to the PCCUA Board of Visitors when a position becomes available to increase minority representation on all three campuses. Recently, and African-American male was added to the Board of Visitors. The college uses every avenue available to seek qualified minority applicants (newspaper, television, the chronicle of Higher Education, Facebook, Twitter, and other social media). However, we seem to have the best luck when we nurture our own leadership. We have identified highly successful minority leaders among faculty and staff and we provide leadership opportunities so that when positions of leadership become available, there is opportunity for people desiring advancement.

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

PCCUA has implemented several strategies which we believe has helped promote reaching benchmarks.

- A. Cohort grouping-this approach to enrollment has been extremely helpful in retention. This has always worked in Early Childhood Education and Allied Health so we are extending this model to other groups. One particularly effective grouping is designed to provide support for formerly incarcerated students called Transition Training Opportunity Program (TTOP). Of those completing the program, job placement and continued education options is at 100%.  
Approximately 90% opt for job placement.
- B. Diversity Committee-the Committee has been somewhat inactive. However, the Chancellor is making changes with that committee and is requiring specific meeting dates.
- C. Common Reader-The common readers are used to broach difficult conversations about race, religion, and general diversity. This year the College has adopted *Killers of the Flower Moon* by David Grann. It focuses on the systematic murders of the Osage Indians at the early part of the 20<sup>th</sup> Century.

D. Culturally Responsive Teaching-The College has engaged faculty in workshops focusing on CRT. The fall In-Service will feature a CRT session provided to all employees.

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

Strategy	Costs	Area	Timeline	Individuals Engaged
<b>Advising</b>				
Advising, placement, mentoring	\$137,298.00	Student Affairs	Ongoing	Advisors and Student Success Coaches
<b>Early Alert System</b>				
<b>Absenteeism</b> -reduce absenteeism in the classroom	\$33,000.00	Student Affairs		Faculty, Advisors, Registrar's Assistants
Expand Early Alert to all faculty requiring documentation of absenteeism using the campus referral system.	N/A	Instruction	Ongoing	Faculty, Deans, VC for Instruction
Identify the number of students who withdraw or who receive and EW in developmental courses (this has been mandatory for Developmental Education faculty).	\$20,000.00	Institutional Research	Ongoing	Faculty, Advisors, Student Success Coaches Institutional Research
<b>Academic Intervention</b>				
Require early assessment of student learning by faculty (third week).	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Implement PREP Program for students not ready for college level course work (these students take remedial course work and a student support course).	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Require faculty to inform students of their academic status by the third week of	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction



classes. Ensure that faculty refer students for tutoring or provide that tutoring if the student is not succeeding or assuming the responsibility for submitting passing student work.	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Ensure faculty refer students for computers and computer access.	N/A	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Ensure students are aware and trained to use alternative remote delivery if it becomes necessary.	\$80,284.50	Instruction	In Progress	Deans, Chairs, Faculty, VC for Instruction
Student Success Coaching.	\$10,000	Instruction	In Progress	Director of Student Success
<b>Increase Research Capacity</b>				
Continue to train faculty for data analysis to increase research capacity. The goal of this work will be to address achievement gaps and to assess student learning outcomes.	\$ 8,000	Faculty and Staff Development	Ongoing	Deans, VC for Instruction, faculty. DIR
<b>Mandatory Orientation (all new and returning students)</b>	\$10,000	Student Success	Annually	Orientation and Student Success Team
<b>Faculty Engagement</b> Culturally Responsive Teaching	\$ 5,000	Instruction	Ongoing	Faculty, staff, VC for Instruction, Deans/Chairs
<b>Conversations about Race</b> Continue ongoing conversations about race and poverty.	\$ 5,000	Instruction	10/20 11/20 12/20	Discussion Facilitators All employees
<b>Common Reader is <i>Killer of the Flower Moon: The Osage Murders and the Birth of the FBI</i> by David Gann.</b>	\$ 494.00	Instruction	Fall/Spring	
<b>Mandatory Orientation/Onboarding</b>	N/A	Human Resources	Anytime	HR Provided to All New Employees

# MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

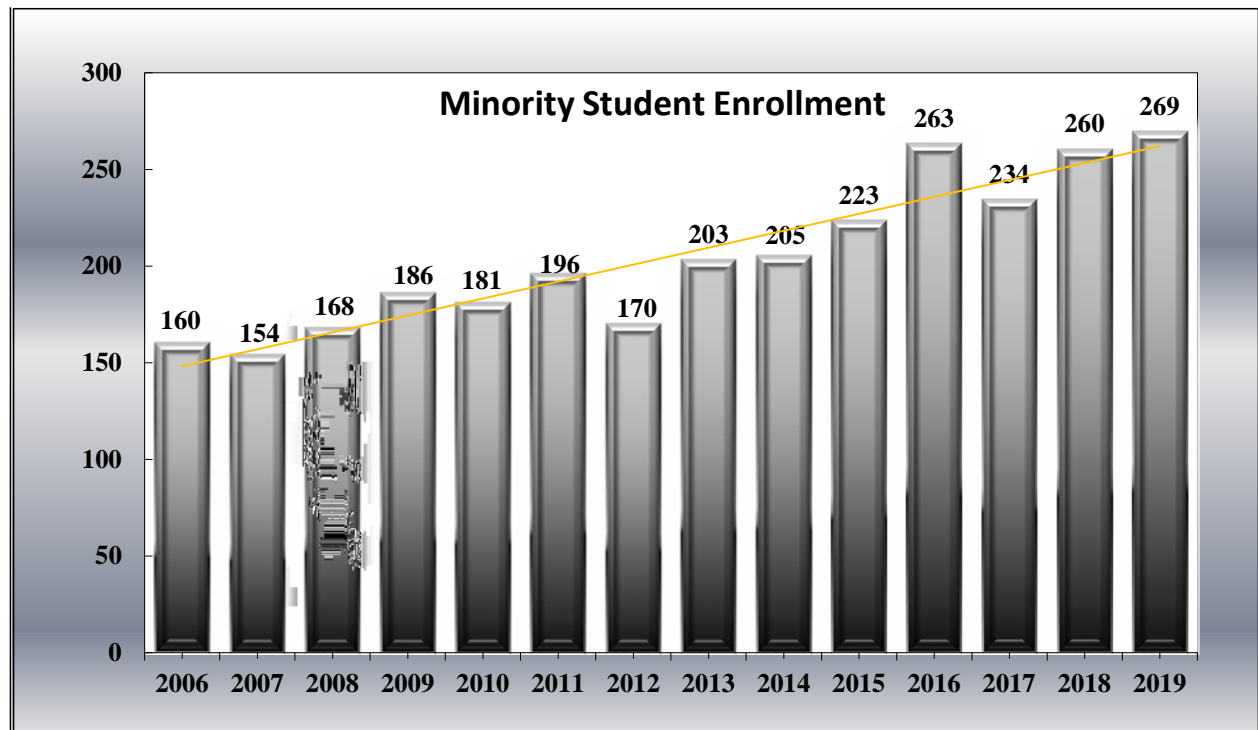
## The University of Arkansas at Pine Bluff

October 2020

### 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 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 2020-21. This is a report of activities and outcomes for 2020.



Student enrollment in fall 2019 was 2,498 of which 88.8% were Black and 10.8% were minority. Minority students by ethnic group are: 11 (4.1%) American Indian; 25 (9.3%) Asian; 30 (11.2%) African; 2 (0.7%) Native Hawaiian; 61 (22.7%) Hispanic; 92 (34.2%) White; and 48 (17.8%) Two or More races. The percentage of minorities to total enrollment for 2019 is 10.8%.

<b>Minority Group at UAPB</b>	<b>Fall 2019</b>	<b>% of Minority Group</b>	<b>% of Total</b>
American Indian	11	4.1%	0.4%
Asian	25	9.3%	1.0%
African	30	11.2%	1.2%
Native Hawaiian	2	0.7%	0.1%
Hispanic/Latino	61	22.7%	2.4%
White	92	34.2%	3.7%
Two or More Races	48	17.8%	1.9%
<b>Total Minority</b>	<b>269</b>	<b>100.0%</b>	<b>10.8%</b>
<b>Non-Minority at UAPB</b>			
Black	2,219	99.6%	88.8%
Not Reported/Unknown	10	0.4%	0.4%
<b>Total Non-Minority</b>	<b>2,229</b>	<b>100.0%</b>	<b>89.2%</b>
<b>Total Enrollment</b>	<b>2,498</b>		<b>100.0%</b>

- **Number and position title of minority faculty and staff who currently work at UAPB.**

<b>Position Title</b>	<b>Number</b>
Accountant II	1
Administrative Specialist II	1
Assistant Dean	1
Associate Dean	1
Assistant Coach – Baseball	1
Assistant Coach – Football	1
Assistant Professor	23
Associate Professor	12
Coach	1
Dean of Schools	1
Department Chairperson	7
Director of Admissions	1
Education Counselor	2
Extension Associate	3
Extension Specialist I	1
Extension Specialist II	4

Extension Specialist III	2
Extension Specialist IV	1
Fiscal Support Analyst	1
Fiscal Support Manager	1
Head Athletic Trainer	1
Institutional Printer	1
Institutional Services Assistant	1
Instructor	15
Laboratory Technician	1
Library Technician	1
Mail Services Assistant	1
Multi-Media Specialist	1
Professor	13
Project/Program Specialist	2
Research Assistant	2
Research Associate	8
Research Specialist	1
Research Technician	1
Senior Research Assistant	2
Television Program Manager	1
UAPB 1890 Extension Administrator	1
Vice Chancellor-Research, Innovation & Econ. Dev.	1
Warehouse Manager	1
<b>Total – Minority</b>	<b>121</b>
<b>Total Employees</b>	<b>618</b>
<b>Percent Minority</b>	<b>19.6%</b>

The full-time faculty of 153 includes 45.8% minority and 54.2% Black. The staff/administration of 465 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, 2019</b>	<b>% of Group</b>	<b>% of Total</b>
Asian	33	47.1%	21.6%
African	6	8.6%	3.9%
Hispanic/Latino	1	1.4%	0.7%
White	28	40.0%	18.3%
Two or More Races	2	2.9%	1.3%
<b>Total Minority</b>	<b>70</b>	<b>100.0%</b>	<b>45.8%</b>
<b>Non-Minority at UAPB</b>			
Black	83	100.0%	54.2%
<b>Total Non-Minority</b>	<b>83</b>	<b>100.0%</b>	<b>54.2%</b>
<b>Total</b>	<b>153</b>		<b>100.0%</b>

- **Number of minority adjunct faculty who currently work for UAPB.**  
As of fall 2019, the University employed 12 minority adjunct faculty members, which represents 31% of all adjunct faculty.
- **Number and position title of minority faculty and staff who began working for UAPB this past year.**

<b>Position Title</b>	<b>Number</b>
Assistant Professor	1
Assistant Coach	1
Institutional Services Assistant	1
Project/Program Specialist	1
Research Associate	1
<b>Total</b>	<b>5</b>

As indicated in the chart below, the number of minority students increased from 223 for fall 2015 to 269 for fall 2019. The percent of minority students to total enrollment has also increased from 8% for fall 2015 to 11% for fall 2019. The percentage of minority faculty increased from 40% in fall 2015 to 46% in fall 2019. Minority administrators/staff percentages to total employees are 12% for 2015, 11% for 2016, 12% for 2017 and 2018, and 11% for 2019. The percent of minority employees (faculty/staff/administrators) to total employees has increased from 19% in 2015 to 20% in 2019.

**Student, Faculty & Staff By Ethnicity, Fall Semesters 2015 - 2019**

		Non-Minority	Minority	Total
<b>Fall 2015</b>	Students	2,435	223	2,658
	Percent of Total	92%	8%	100%
	Faculty	96	65	161
	Percent of Total	60%	40%	100%
	Administrators & Staff	388	51	439
	Percent of Total	88%	12%	100%
<b>Fall 2016</b>	Total Employees	484	116	600
	Percent of Total	81%	19%	100%
	Students	2,558	263	2,821
	Percent of Total	91%	9%	100%
	Faculty	90	73	163
	Percent of Total	55%	45%	100%
<b>Fall 2017</b>	Administrators & Staff	404	50	454
	Percent of Total	89%	11%	100%
	Total Employees	494	123	617
	Percent of Total	80%	20%	100%
	Students	2,378	234	2,612
	Percent of Total	91%	9%	100%
<b>Fall 2018</b>	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 2019</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%
<b>Fall 2019</b>	Total Employees	500	131	631
	Percent of Total	79%	21%	100%
	Students	2,229	269	2,498
	Percent of Total	89%	11%	100%
	Faculty	83	70	153
	Percent of Total	54%	46%	100%
<b>Fall 2019</b>	Administrators & Staff	414	51	465
	Percent of Total	89%	11%	100%
	Total Employees	497	121	618
	Percent of Total	80%	20%	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

2019 – 2020

The University continues its marketing campaign using university initiated activities as well as its newly acquired agency of record, The Design Group. Campaigns in excess of \$200,000 have been executed since the fall 2018 in advertising to minority communities.

- Placed television ads on targeted cable networks (e.g. ESPN, TNT, TBS, TMC, BET, HGTV, ASPIRE, TV ONE, USA, Comedy Central, Bravo, VH1, etc.)
- Place billboards using diverse student imagery in Little Rock, Pine Bluff, Memphis and Dallas.
- Placed billboards using diverse student imagery in Bill and Hillary Clinton National Airport
- Purchased targeted urban-formatted radio buys in Little Rock, Pine Bluff, Camden, Helena/West Helena
- Purchased print advertisement on an on-going bases in communities of Pine Bluff (SEA Life Magazine)
- Continued use of the official Facebook page ([www.facebook.com/uapinebluff](http://www.facebook.com/uapinebluff)), Twitter page ([www.twitter.com/uapbinfo](http://www.twitter.com/uapbinfo)), Instagram page ([www.instagram.com/uapb](http://www.instagram.com/uapb)), YouTube

Channel ([www.youtube.com/uapbtelevision](http://www.youtube.com/uapbtelevision)) and News Blog ([www.uapbnews.wordpress.com](http://www.uapbnews.wordpress.com)) to connect with constituents on several platforms.

Secondary advertising is done through the continued dissemination of the official university magazine, UAPB Magazine. The electronic version is available at [www.uapb.edu/magazine](http://www.uapb.edu/magazine).

**OBJECTIVE II: To strengthen the infrastructure to enroll and retain minority students.**

Activity	Timeline	Performance Measure
A. Continue and strengthen collaboration with the Office of International Programs and Studies	On-going	International student increase and retention above previous year

The Division of Enrollment Management (EM) continues its collaboration with the Office of International Programs and Studies (OIPS) in order to improve international student enrollment and retention trends. The nature of this collaboration includes the shared roles by the Office of Admissions and OIPS in the international student application process whereby joint problem-solving occurs during the review of international student applications for purposes of issuing I-20 Forms. Staff in the Office of Admissions also serves as co-advisers to the International Students Association. OIPS continues to work closely with the Office of Recruitment to pilot new approaches to international student recruitment, involving increased engagement of faculty and staff in developing overseas relationships with universities, EducationUSA offices and other partners with the short or long term goal of increasing international student recruitment and enrollment efforts. Members of the enrollment management team participate in meetings and working sessions during campus visits by prospective international student recruitment partners. In addition to these activities, formal and informal consultations between both units occur on an on-going basis.

***Enhanced Engagement by Office of Academic Affairs and School of Agriculture, Fisheries and Human Sciences***

What has been unique about the 2019-2020 experience has been the enhanced engagement of the Provost and Vice Chancellor of Academic Affairs in fostering, facilitating and promoting higher levels of international student enrollment, working in consultation with the Interim Dean/Director of the School of Agriculture, Fisheries and Human Sciences (SAFHS). The increased level of support and engagement by these two persons has strengthened momentum in seeing and acting upon increased international student enrollment as an institutional priority. For example, more conversations are taking place between the Provost and the Vice Chancellor of Enrollment Management. The Provost and Interim Dean made it possible for OIPS to hire an intern as part of a broader effort to strengthen and improve the use of technology to enhance unit productivity. The Provost has played a key role in securing Horizons Software (Simplicity) to enhance the efficiency of the international student admissions and study abroad processes. Finally, the Provost has endorsed and participated in the first ever university sponsored



partnership development trip that is slated for July 2018, and will include visit to Cote d'Ivoire and Ghana. Funding for this trip has been 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. Because of the pandemic overseas travel has been halted until it is safe to continue.

### ***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. The coronavirus pandemic has caused the university to cease all nonessential travel until it is deemed safe.

### ***Enrollment Trends: 2019 - 2020***

The enrollment trends for the 2019-2020 school year was stable at 52 students during the Fall 2019 semester and 50 students during the Spring 2020 semester. The data is similar to the 2017-2018 academic semester where 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 51 for 2019-2020. This still reflects a doubling of international student enrollment during the period in question.

The table below reflects enrollment trends for active status (non-OPT) students since 2011:

Academic Cycle	Fall Semester Enrollment	Spring Semester Enrollment
2011 – 2012	32	20
2012 – 2013	39	32
2013 – 2014	38	35
2014 – 2015	38	42
2015 – 2016	50	38
2016 - 2017	53	49
2017 -2018	47	48
2018-2019	49	46
2019-2020	52	50

Additional international student data for 2019-2020 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

#### 2019 - 2020

The Office of Recruitment strongly supports and understands the significance and impact of a diverse recruiting environment. Understanding that potential impact, the Recruitment Office has positive strides to our recruiter's physical presence, the new student applicant pool, student-prospect interests, school partnerships, schools targeted and visited by recruiters, schools visiting UAPB, and community partnerships, as a whole.

Recruitment's focus on diversity is demonstrated in recruitment initiatives and actions. Cecilia Kolesar, a minority recruiter, was recently promoted to transfer coordinator to work with community college transfers. Diversity in the recruitment staff has had a direct effect on an increase in minority enrollment. This effort to increase the diversity of the staff and thus the diversity of the student population has led greater diversity in campus organizations and clubs. There has also been greater interest among local businesses to partner with the university.

The percent of non-traditional applicants that have visited the campus and applied for admissions has increased significantly.

**OBJECTIVE III: To expand availability of alternative delivery platforms, sites and time.**

ACTIVITIES	TIMELINE	PERFORMANCE
A. Increase number of on-line, evening and weekend courses by 10% per year for next five years	2019 - 2020	Records will show an 20% increase in the number of courses offered and an 13% increase in the number of course enrollments over the previous year.

2019-2020

Currently, more than 98 faculty members have been trained to teach online classes. On-line courses are offered fall, spring and summer sessions. On-line courses:

Fall 2019 web-based course information is: 120 course sections, 2,705 course enrollment, 322 credit hours, 7,239 student semester credit hours (SSCH) and 72 unduplicated instructors.

Spring 2020 web-based course information is: 112 course sections, 2,426 course enrollment, 307 credit hours, 6,410 student semester credit hours (SSCH) and 72 unduplicated instructors.

## **Conclusion**

The university continues to place a priority on increasing minority student enrollment while maintaining a diverse faculty/staff. UAPB's long history of providing educational access to all interested persons regardless of race, ethnic or culture has created an environment that is known for its inclusion of diverse populations of students, faculty and staff.

This report of the goals and outcomes for minority recruitment and retention during the past school year showed that the University of Arkansas at Pine Bluff continues to make progress in meeting its objectives. UAPB had realized its historic and present commitment to ensure an educational environment that supports diversity, quality education, and continuous out-reach to the people of the Arkansas Delta and beyond.

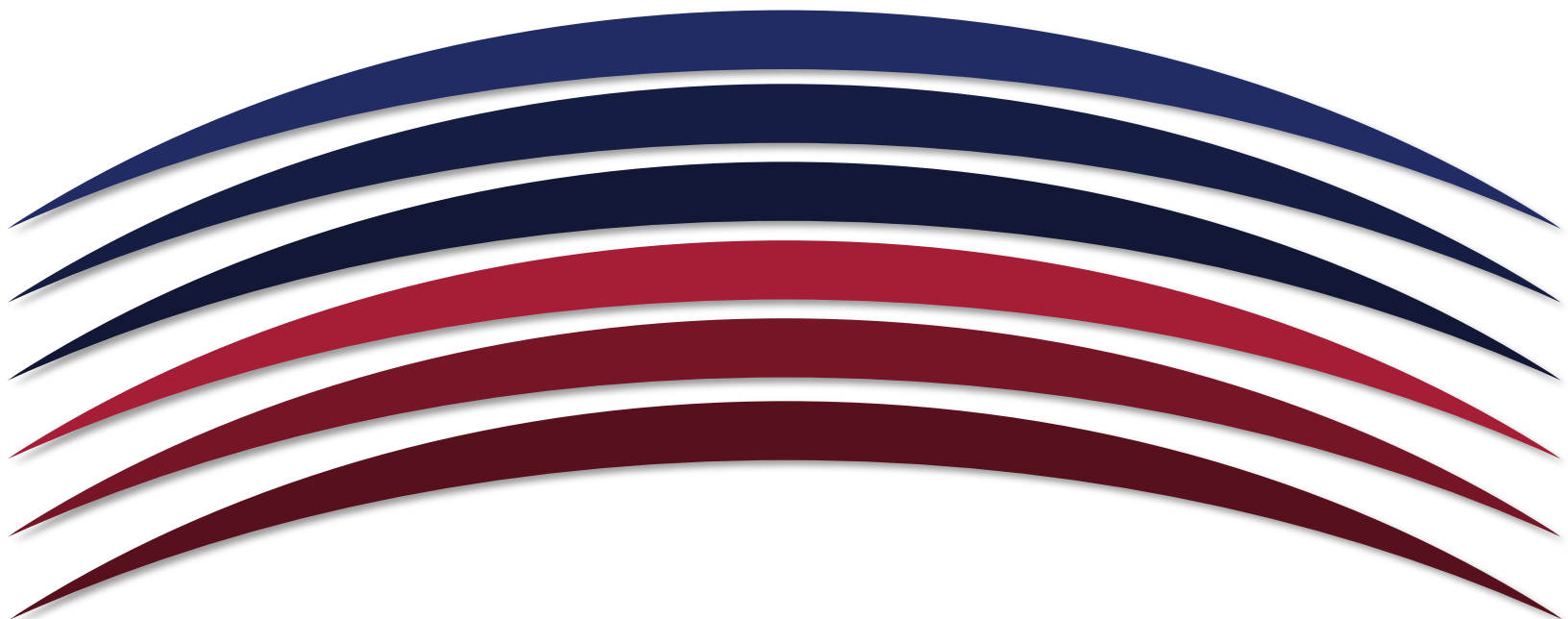


# UNIVERSITY OF ARKANSAS PULASKI TECH

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2019-2020  
Minority Recruitment and Retention  
Annual Report

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## **Introduction and Background**

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ACT 1091 of 1999 requires all state-supported colleges and universities to establish a program for the recruitment and retention of minority students, faculty, and staff. A main provision of ACT 1091 requires each institution to prepare an annual progress report on the steps taken to reach the goals of the institution's Five-Year Minority Retention Plan.

UA-Pulaski Technical College (UA-PTC) is committed to enhancing the recruitment and retention of minority students, faculty, and staff. In compliance with Arkansas Act 1091 of 1999, the purpose of this document is to devise strategies, measures of effectiveness, and budgets for minority recruitment and retention. This plan represents an update to the ongoing process of minority recruitment and retention at UA-PTC.

### Definitions

For purposes of this plan, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, Hawaiian/Pacific Islanders, and Native Americans. Throughout the plan, the names of racial groups have been truncated to black, Hispanic, Asian, Pacific Islanders, and Native American, and it is assumed that all members of these groups are Americans. Non-American students are referenced as "Non-Resident Aliens" and are not coded by racial category or included in the racial analysis discussed herein.

UA-PTC continues to implement the collection of new racial and ethnic codes based upon federal and state requirements for its student population on the application for admission of new and transfer students.

### Responsibility for Implementation and Reporting

Responsibility for plan implementation has been assigned to the Dean of Student Affairs and the Dean of Admissions and Financial Aid (for student recruitment and retention); the Director of Human Resources (for instructor and staff retention and recruitment), and the Director of Public Relations and Marketing (for all UA-PTC marketing and publications). Institutional Research will assemble the updates and submit the revisions to the Arkansas Department of Higher Education annually.

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## Minority Student Enrollment

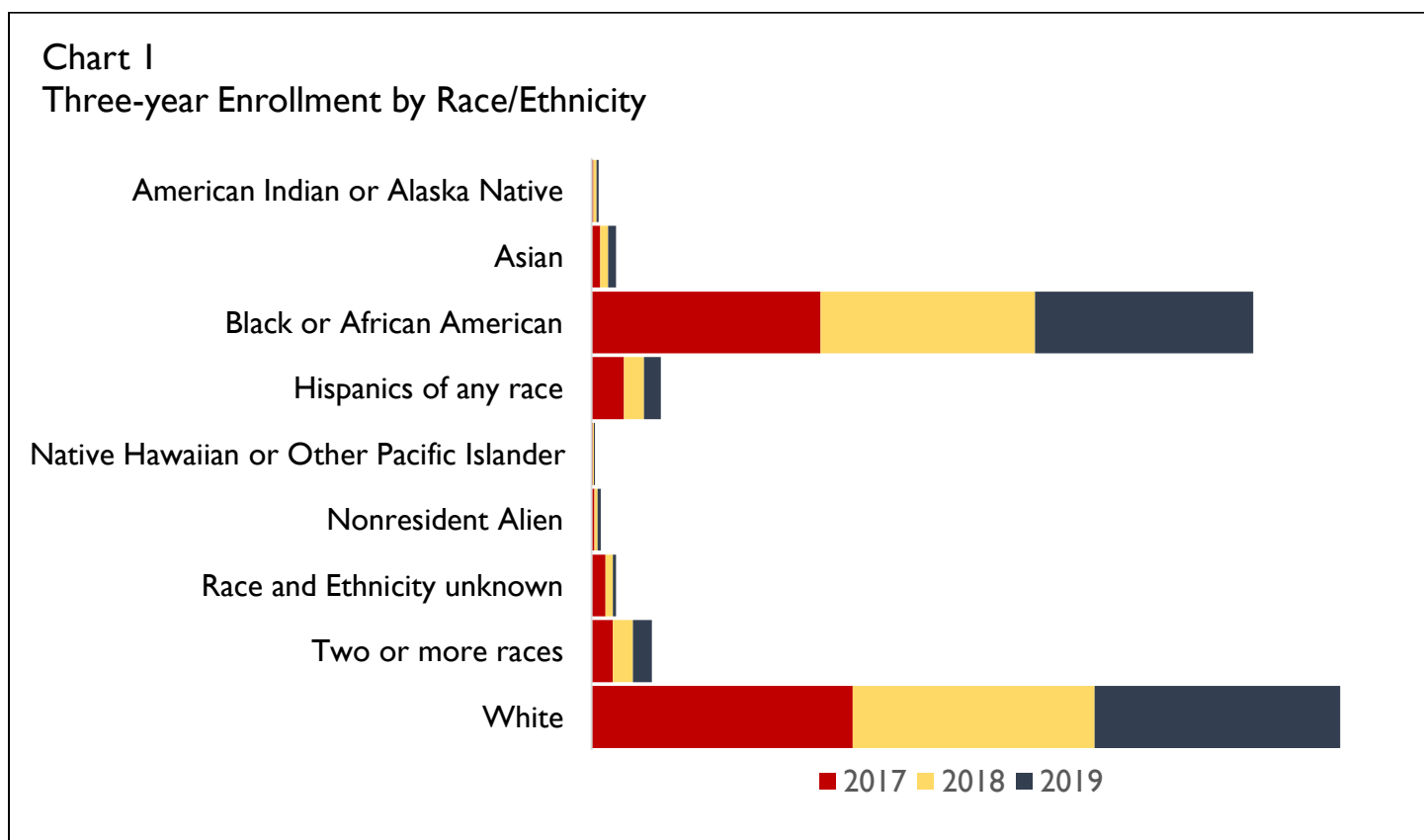
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UA-PTC experiences high volume in minority admission applications and subsequent enrollment. Black or African American students continue to comprise the largest minority racial/ethnic demographic among applications for admission and enrollment.

### 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 2019, UA-PTC experienced a 2 percent increase in enrollment for Asian students over the 2018 reporting year. Additionally, the number of Black or African American students also increased for reporting year 2019 over 2018 by 8 percent. Enrollment for three years by race/ethnicity is located at Chart I.

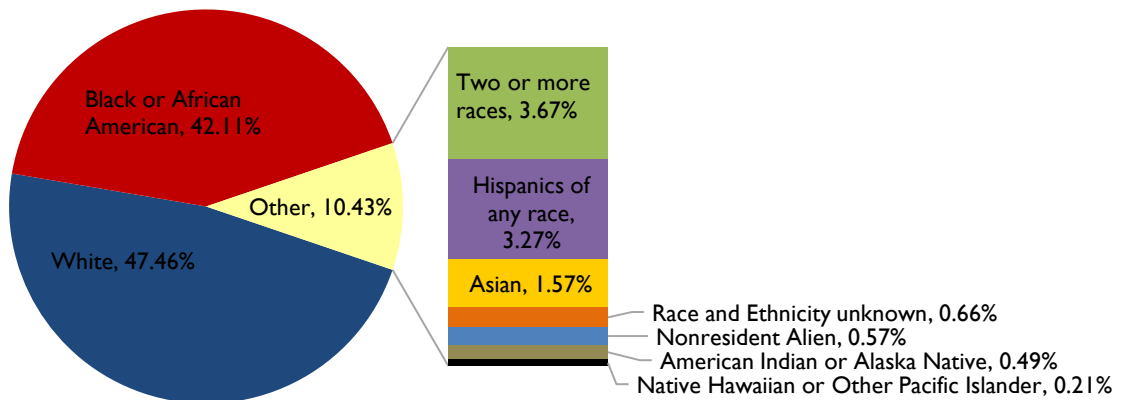


The total unduplicated enrollment for the reporting year 2019 was 7,768. This number represents a 9 percent decrease in enrollment from the reporting year 2018. In the 2019 reporting year, minority students made up 52.5 percent of the student body, compared to 54.7 percent the previous year. In Table 1 and Chart 2 the 2019 student population is broken out by race/ethnicity.

**Table 1**  
**2019 Student Enrollment**

Race and Ethnicity	Headcount	Percentage of Total Population
American Indian or Alaska Native	38	0.49%
Asian	122	1.57%
Black or African American	3,271	42.11%
Hispanics of any race	254	3.27%
Native Hawaiian or Other Pacific Islander	16	0.21%
Nonresident Alien	44	0.57%
Race and Ethnicity unknown	51	0.66%
Two or more races	285	3.67%
White	3,687	47.46%

**Chart 2**  
**2019 Student Enrollment**





**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 and look for continuous ways to improve. Admissions and enrollment services staff will collaborate with other college faculty, staff, and programs to enhance student recruitment and retention efforts. As a comprehensive strategy, such professional support benefits the entire campus community that focuses on serving its minority student population.

*Indicators of Effectiveness:* The College continues to monitor demographic data of students who follow through with enrollment and the general service area populations that is documented in its Fall, Spring, and Summer Enrollment Reports. UA-PTC expects to maintain and/or increase minority application and enrollment at rates higher than the general population. As applicable, the College will continue to survey and evaluate the effectiveness of such services.

*Timeline:* Ongoing.

*Status Report:* For Fall 2019, UA-PTC's student population was reported to be about 54% minority with Black or African American students continuing 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 encourages all first-time entering and transfer, degree seeking students to attend an advising appointment prior to enrollment. Students may also attend New Student Orientation online, if their schedule does not allow an in-person visit to campus.

(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*: U A-PTC will continue to expand and market services that support new student success. The College will also place degree-seeking students into a College Pathway course. As a comprehensive strategy, such student services benefit the entire campus community as well as the growing minority student population.

*Indicators of Effectiveness:* Statistics regarding completion of all new student requirements and subsequent retention and College Pathway and enrollment, grades, and assessment of student learning outcomes will be continuously monitored.

Assessment of student learning in College Pathway is expected to be conducted in fall and spring semesters, and course learning objectives are updated annually based upon the assessment results.

*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 case-management hybrid advising model. New students are seen by staff Academic Advisors to assist with degree planning and course selection. Students are given the appropriate tools and guidance to promote academic and career success. Academic advising is available to continuing/current students both through staff and faculty

advisors. Current students are assigned a case-management advisor to encourage program completion as well as increase student academic and campus engagement.

(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 35 events in the academic year 2019-2020. 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

University of Arkansas-Pulaski Technical College

semester invitation to membership is extended by the chapter to students who have completed a minimum of one college course in English language or literature and who have also completed a minimum of 12 credit hours at UA-PTC. The candidate shall have no grade lower than a B in English and must have a 3.30 cumulative grade point average.

*Student Ambassadors* – The Office of Student Affairs coordinates the Student Ambassadors program which assigns Ambassadors to activities designed to promote the college and recruit students. Activities include both on-campus and off-campus activities, such as community festivals and fairs, business expos and community special events within the college's service area. Student Ambassadors also assist other campus offices with special events, many of which are geared toward minority students. For example, ambassadors work CHARTS events and Gallery Openings.

Membership in the UA-Pulaski Technical College Student Ambassadors organization is based on academic achievement, involvement in extracurricular activities, leadership abilities and recommendation of faculty and professional staff. Student Ambassadors represent UA-Pulaski Technical College at various functions such as orientations, campus tours, school visits, speaking engagements and other special events. Ambassadors participate in college activities and represent UA-Pulaski Tech both on and off campus.

*Student Government Association* – The membership of the Student Government Association (SGA) consists of elected positions and Recognized Student Organization representatives. Elections are held each fall for SGA At-Large Representatives. The Student Government Association's main objectives are: to serve as student representatives and act as a liaison between administration/faculty/staff and students, campus activities, community service, fundraising, and advocacy. An advisor is appointed by college administration.

*Skills USA* – Membership in Skills USA is open to students and other persons interested in the various career fields represented. The purpose of Skills USA is to help the student develop social and leadership skills. The clubs' members and advisors will conduct activities that enhance the development of these skills. The activities may include events between vocational technical institutions and between students, such as parliamentary procedure contests, troubleshooting contests for mechanics, nail tech and many more contests.

## **Goal 6: UA-PTC will support cultural awareness activities among the student body.**

Under the College's 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.

*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 2019-2020. Event descriptions and statistics are listed below:

- Wandering Spirit: African Wax Prints, was on display in the UA-PTC Wingate Gallery from July 12, 2019 to October 5, 2019. The exhibit traces the developmental pathway of the African wax print and tells how these fabrics reflect the stories, dreams, and personalities of the people who wear them. This event was free and open to the public.
- Black Violin: Hip-Hop-Classical String Fusion Live Event was November 15, 2019. The performance used a blend of classical and hip-hop music described as “classical boom” to overcome stereotypes and encourage people of all ages, races, and economic backgrounds to join together to break down cultural barriers. Tickers were \$10 for students. Reserved seats ranged from \$20 to \$55.
- The Faces of Syrian Refugees, was on display in the UA-PTC Wingate Gallery from January 13, 2020 to April 4, 2020. The exhibit was a photographic exhibition by Michael Cohen depicting intimate portraits of resettled Syrian refugees. Open night reception featured speaker UA-PTC student Lena Albeik (a Syrian immigrant and teacher). This event was free and open to the public.
- Ladysmith Black Mambazo: South African Chorus performed on January 28, 2020 in the CHARTS theater. For over fifty years Black Mambazo shares the tradition of African story-telling with audiences worldwide thru vocal harmonies, signature dance moves, and onstage banter. Tickets were \$10 for students. Reserved seats ranged from \$45 to \$65.
- UA-PTC kicked off Black History Month Dr. Tererai Trent: Oprah’s “All Time Favorite Guest” on February 13, 2020 who is one of the most internationally-acclaimed voices for women’s empowerment and quality education. Dr. Tererai Trent is an inspiring scholar, educator, humanitarian, motivational speaker, and the founder of Tererai Trent Internationals and author of “The Awakened Woman: Remember and Reigniting Our Sacred Dreams. This event was free to students. Reserved seats were \$15 to \$20.
- Black History Month was celebrated with Mississippi Mass Choir: Inspirational Gospel Chorus on February 29, 2020. Over 75 voices delivered a moving, inspirations message of the gospel with power and soul. Mississippi Mass Choir has achieved some of the highest critical acclaim possible: Billboard Magazine –Gospel Artist of the Year (three-time winner) and Grammy Award-Best Gospel Album, Billboard Magazine-Gospel Record of the Year. Student tickets were \$10. Standing Room tickets were \$20. Reserved seats were \$35 to \$55.
- Open-Mic Coffeehouse was hosted by local poet and activists Chris James with the Cultural Diversity and Community Involvement Committee and the Arkansas Theater Festival on March 4, 2020 from Noon to 1:30pm. Students performed poetry and songs, many of them were original works. Chris James also performed his own spoken word pieces that contained powerful messages around social justice.



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## Minority Faculty and Staff

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UA-PTC employees on the college payroll as of November 1, 2019 totaled 629 individuals. Minority employees made up 26% of the total population (including part-time employees). Of the 183 full-time and part-time faculty and staff hired during the reporting period, 27.3 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	17
Hispanics of any race	2
Native Hawaiian or Other Pacific Islander	0
Nonresident Alien	0
Race and Ethnicity unknown	0
Two or more races	1

Table 3 Adjunct Faculty by Race/Ethnicity	
American Indian or Alaska Native	1
Asian	3
Black or African American	38
Hispanics of any race	2
Native Hawaiian or Other Pacific Islander	0
Nonresident Alien	0
Race and Ethnicity unknown	1
Two or more races	1

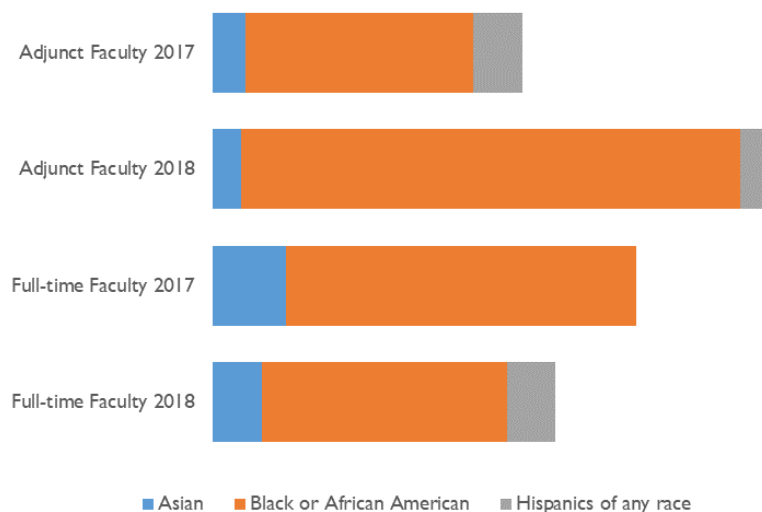
**Table 4**  
**Full-Time Staff by Race/Ethnicity**

American Indian or Alaska Native	0
Asian	0
Black or African American	62
Hispanics of any race	5
Native Hawaiian or Other Pacific Islander	0
Nonresident Alien	0
Race and Ethnicity unknown	0
Two or more races	2

**Table 5**  
**New Employees by Race/Ethnicity**

American Indian or Alaska Native	2
Asian	1
Black or African American	40
Hispanics of any race	3
Native Hawaiian or Other Pacific Islander	0
Nonresident Alien	0
Race and Ethnicity unknown	2
Two or more races	2

**Chart 2**  
**Two-Year Minority Faculty Comparison**



**Table 6: Total Minority Faculty and Staff by Position**

<b>Title</b>	<b>Number of employees</b>
Academic Advisor	4
Academic Coordinator	1
Accounting Coordinator	1
Administrative Grants & Contracts Specialist	1
Administrative Specialist II	7
Administrative Specialist III	6
Assistant Director of VUB	1
Assistant Registrar	1
Associate Director of Advising	1
Associate Librarian	2
Career Coach Provisional	4
Coordinator/Learning Assistance Center	1
Counselor	4
Day Care Teacher	3
Director of Admissions	1
Education Specialist	1
E-versity Faculty	1
Extra Help	21
Faculty: Full-time	21
Faculty: Part-time	36
Division Dean	1
Fiscal Support Specialist	1
Food Preparation Manager	1
Landscape Supervisor	1
Library Technician	1
Mail & Shipping Assistant	1
Maintenance Specialist	1
Project Specialist	1
Project/Program Director	4
Project/Program Manager	8
Public Safety Officer I	1
Purchasing Specialist	1
Registrar	1
Skilled Tradesman	2
Snap E&T Coordinator	1
STEM Success Coach	4
Student Services Representative	1
Academic Advisor	4
Academic Coordinator	1
Accounting Coordinator	1
Administrative Grants & Contracts Specialist	1
<b>Totals</b>	<b>149</b>

**Table 7**  
**Minority Faculty and Staff by Position - New Hires Only**

Academic Coordinator	1
Admin Specialist III	2
Purchasing Specialist	1
Counselor	1
Education Specialist	1
Extra Help	8
Faculty	7
Part - Time Faculty	13
Project/Program Director	2
Project/Program Manager	4
Registrar	1
Snap E&T Coordinator	1
Totals	48

Institutional Goals and Objectives for Minority Faculty Recruitment and Retention

**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.**

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, Two or more races 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 (1.3%), Hispanics of any race (1.33%), and Two or more races (100%).

## **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, 223 attended professional development activities funded by PTC's Center for Teaching Excellence in academic year 2019-2020, this is an increase of 119% over last year. This data is located at Tables 8.

<b>Table 8 FY 2019-2020 Session Participants</b>			
<b>Faculty</b>	<b>Full-time</b>	<b>Part-Time</b>	<b>Total</b>
Certificate	180	76	256
Meeting	150	85	235
Service	100	1	101
Speaker	17	6	23
Instructor	124	2	126
Online	1172	68	1240
Webinar	510	311	821
<b>Total</b>	<b>70</b>	<b>10</b>	<b>80</b>

360 Individual Faculty Participated  
223 FT Faculty  
254 PT Faculty

### **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:* Minority faculty and staff represent 75% of those who were promoted from part-time status as of November 1, 2018 who were then moved to full-time status as of November 1, 2019.

### **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.

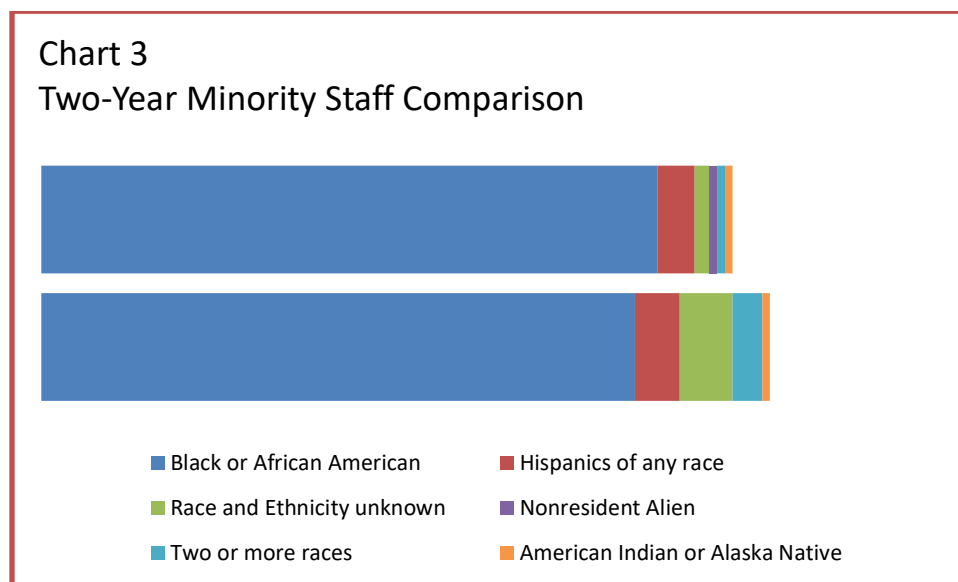
**Goal 1: UA-PTC will provide exceptional human resources service with integrity, responsiveness, and sensitivity in the areas of recruitment, employment, new employee orientation, compensation, benefits, employee relations, interpretation of policies and procedures, policy development, and the maintenance 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 3.7 percent increase in Black/African-American staff. 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 2019-2020, 298 staff members participated in a variety of professional development offerings by our UA-PTC Professional Development Institute. This data is detailed in Table 9.

<b>Table 9 FY 2019-2020 Session Participants</b>			
<b>Staff</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>
Certificate	180	76	256
Conference	150	85	235
Meeting	100	1	101
Service	17	6	23
Speaker	124	2	126
Instructor	1172	68	1240
Online	510	311	821
Webinar	70	10	80
<b>Total</b>	<b>2,323</b>	<b>559</b>	<b>2,882</b>

298 Individual Staff Members Participated

239 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:* Minority faculty and staff who were reported as part-time employees for UA-PTC as of November 1, 2018 who were then moved to full-time employees for UA-PTC make of 75% of all employees who were promoted to full-time status.

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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 in 2017 with Goodwill Industries of Arkansas. We have provided them office space in the Campus Center to assist with their job placement initiatives.

The College has continued its partnership with the Workforce Alliance for Growth in the Economy, and has entered into a new partnership Mosaic Templers Cultural Center. In addition the college continues to work with multiple Adult Education Programs in the surrounding counties to provide employment opportunities.

UA-PTC has focused on increasing the number of admissions recruiters to recruit from minority serving areas from which the majority of UA-PTC students come from. The College will continue to facilitate the College and Career Coach Program that specifically serves the Little Rock School District and is designed to motivate and support students to achieve their goals as it relates to college and career planning. In addition, UA-PTC will continue to seek funding to implement its STEM Success program whose focus is to increase the retention and graduation of underrepresented students in the fields of science, technology, engineering, and mathematics (STEM). UA-PTC will continue its community based outreach program which is developing partnerships with state and private organizations that are designed to move unemployed or underemployed individuals into employment opportunities at UA-PTC or educational and technical programs.

*Indicators of Effectiveness:* The College maintains demographic data on students of UA-PTC and monitors trends.

*Timeline: Ongoing.*

*Status Report:* In 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 has 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 2020, UA- PTC budgeted over \$3 million in comprehensive student services such as admissions, counseling, advising, financial aid advising, student records, and testing services.

Comprehensive services that benefit all faculty and staff regardless of race are funded as regular items in the UA-PTC human resources and professional development budget. In the fiscal year 2020, 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 CENTRAL ARKANSAS**

**Minority Recruitment and Retention Report**

**with the**

**2019–2020 Diversity Report**

**submitted to the**

**ARKANSAS DEPARTMENT OF HIGHER EDUCATION**

October 9, 2020

## **I. BY THE NUMBERS**

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

Reporting term: Fall 2019

<b>Race</b>	<b>Number</b>	<b>Percent</b>
Total enrollment	10,869	
American Indian	58	0.53%
Asian	237	2.18%
Black	1,587	14.60%
Hispanic	586	5.39%
Native Hawaiian/Pacific Islander	6	0.06%
Two or more races	423	3.89%

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

Reporting term: Fall 2019

<b>Race / Position</b>	Faculty	Archivists/Curators/Museum Techs	Librarians	Library Techs	Educational Services Occupations (Academic, Affairs, Student, Other)	Management Occupations	Business/Financial Operations Occupations	Computer/Engineering/Science Occupations	Community Service/Legal/Arts/Media	Healthcare Practitioners/Technical Operations	Service Occupations	Sales/Related Occupations	Office/Administrative Support Occupations	Natural Resources/Construction/Maintenance Occupations	Production/Transportation/Material Moving Occupations	Total number in minority group
American Indian	2			2		1								1		6
Asian	30				1	3			2				2			38
Native Hawaiian/Pacific Islander	2								1		1					4
Black	33			6	9	16	4	11	20	3	28		16	3	2	151
Hispanic	10				1	2		1	9		12		5	3	1	44
Two or more races	9				4	1		2	2		4		5	3	1	30
Minority employees in category	86			8	15	23	4	14	34	3	45		28	10	3	273
Total employees in category	728	1	9	29	89	146	41	69	131	12	154		212	101	18	1,740

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

Reporting term: Fall 2019

<b>Race</b>	<b>FT Faculty</b>
American Indian	1
Asian	27
Native Hawaiian/Pacific Islander	1
Black	22
Hispanic	10
Two or more races	9
Total minority full-time faculty	70
Total full-time faculty	550

**D. Number of minority adjunct (part-time) faculty who currently work for the institution**

Reporting term: Fall 2019

<b>Race</b>	<b>PT Faculty</b>
American Indian	1
Asian	3
Native Hawaiian/Pacific Islander	1
Black	11
Hispanic	0
Two or more races	0
Total minority part-time faculty	16
Total part-time faculty	178

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

Reporting term: Fall 2019

<b>Category</b>	<b>Count</b>
Faculty	32
Library/Student/Academic Affairs/Other Education Services Occupations	5
Management Occupations	7
Business/Financial Operations Occupations	5
Computer/Engineering/Science Occupations	4
Community Service/Legal/Arts/Media	24
Healthcare Practitioners/Technical Occupations	1

Category	Count
Service Occupations	23
Sales/Related Occupations	0
Office & Administrative Support Occupations	40
Natural Resources, Construction, & Maintenance Occupations	8
Production, Transportation, & Material Moving Occupations	0

**F. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Numbers in these tables exclude non-resident aliens and students whose race/ethnicity is not known.**

The following goals were established by the university in its 2012–2017 Minority Retention and Recruitment Plan. The goals are grouped by categories – students, faculty and staff.

**1. Students**

**GOAL 1:** Continue to recruit and retain the number (and corresponding percentage) of minority entering freshmen UCA students each year so that the proportion of UCA's minority-to-white entering freshmen will be consistent with the minority-to-white proportion of high school graduates entering [Arkansas] four-year public institutions, with the exception of UAPB.

**GOAL 2:** Increase the number (and corresponding percentage) of minority undergraduate UCA students each year, so that the proportion of minority-to-white UCA undergraduate students will be consistent with the minority-to-white proportion of students in [Arkansas] four year public institutions, with the exception of UAPB.

**GOAL 3:** To increase the retention and graduation rates for minority undergraduate UCA students each year so that the minority retention and graduation rates for minority undergraduate students will be approximately equal to the retention and graduation rates for white undergraduate UCA students.

**GOAL 4:** To maintain the number (and corresponding percentage) of minority UCA graduate students each year so that the proportion of UCA's minority-to-white graduate students will be approximately equal to the minority-to-white proportion of graduate students attending [Arkansas] four-year public institutions.

**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 2019

UCA Entering Freshmen (FT+PT)				
	Fall 2014		Fall 2019	
	Number	Percent	Number	Percent
Grand total	2,151		1,800	
Black	519	24.13%	319	17.72%
Other minority	270	12.55%	270	15.00%

White	1,362	63.32%	1,211	67.28%
<b>UCA Undergraduate (FT+PT)</b>				
	<b>Fall 2014</b>		<b>Fall 2019</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	9,207		8,672	
Black	1,840	19.98%	1,411	16.27%
Other minority	956	10.38%	1,177	13.57%
White	6,411	69.63%	6,084	70.16%
<b>UCA Graduate (FT+PT)</b>				
	<b>Fall 2014</b>		<b>Fall 2019</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	1,774		1,667	
Black	171	9.64%	176	10.56%
Other minority	99	5.58%	133	7.98%
White	1,504	72.08%	1,358	81.46%
<b>UCA Total Enrollment</b>				
	<b>Fall 2014</b>		<b>Fall 2019</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	10,981		10,339	
Black	2,011	18.31%	1,587	15.35%
Other minority	1,055	9.61%	1,310	12.67%
White	7,915	72.08	7,442	71.98%

<b>Arkansas Public 4-Year Universities (excluding UCA and UAPB) Total Enrollment</b>				
	<b>Fall 2014</b>		<b>Fall 2019</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Grand total	83,709		82,669	
Black	10,196	12.18%	8,801	10.65%
Other minority	5,188	6.20%	6,317	7.64%
White	59,794	72.43%	57,850	69.98%

As indicated by changes in the proportion of minority to white enrollees from Fall 2014 to Fall 2019, the proportion of overall minority enrollment in UCA's student body remained stable, although the makeup of that proportion changed significantly, with overall black enrollment decreasing as a percentage of total enrollment and "other minority" enrollment increasing proportionately. UCA's overall minority enrollments are significantly higher than minority enrollment at other public four-year universities in the state (excluding UAPB). Without specific comparative information readily available, it is difficult to



make statements about UCA's graduate minority enrollment, except to note that diversity in UCA's graduate student enrollments has increased significantly in the five years reported here.

### Graduation and Retention Rates (Goal 3)

One-Year Retention Rate						
	2009 Cohort			2013 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	1,753	1,287	73.4%	2,177	1,522	69.9%
White	1,211	909	74.4%	1,391	980	70.5%
Black	345	243	70.4%	474	324	68.4%
Other minorities	99	75	75.7%	229	152	66.3%
All minorities	444	318	71.6%	703	476	67.7%

Graduation Rate – 150% Time						
	2009 Cohort			2013 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	1,753	788	45.0%	2,177	945	43.4%
White	1,211	605	49.5%	1,391	670	48.2%
Black	345	101	29.3%	474	131	27.6%
Other minorities	99	39	39.3%	229	98	42.7%
All minorities	444	140	31.5%	703	229	32.6%

One-year retention rates for these cohorts show a decrease for all demographic groups. Graduation rates declined for all groups except other minorities.”

## 2. Faculty

**GOAL 5:** To maintain the number (and corresponding percentage) of minority full-time faculty members of all ranks at UCA and to increase the numbers to the percentage of each race to approximately the percentage of degrees conferred by race nationally and master's degrees statewide.

Reporting terms: As indicated

As the following table shows, UCA percentages of minority full-time faculty show 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 does not include that data or comparative comments based on such data.)

UCA Full-Time Faculty				
	Fall 2014		Fall 2019	
	Number	Percent	Number	Percent
Total	537		550	
White	444	82.68%	461	83.82%
Black	24	4.47%	22	4.00%
Other minorities	43	8.01%	48	8.73%
All minorities	67	12.48%	70	12.73%

### 3. Staff

**GOAL 6** [Executive Administrative and Professional Non-Faculty]: To maintain the number (and corresponding percentage) of minority executive administration and professional non-faculty at UCA so that the proportion of minority professionals will equal the proportion of minority individuals with the credentials required for such positions in the relevant labor market.

Reporting terms: As indicated

The IPEDS employment categories relevant to this goal are these:

Management Occupations  
 Business and Financial Operation Occupations  
 Librarians, Curators, and Archivists  
 Student and Academic Affairs and Other Educational Services Occupations  
 Computer, Engineering and Science Occupations  
 Community Service, Legal, Arts, and Media Occupations  
 Healthcare Practitioners and Technical Occupations

Administration/Professional Staff				
	Fall 2014		Fall 2019	
	Number	Percent	Number	Percent
Total	409		479	
White	318	77.75%	378	78.91%
Black	60	14.67%	69	14.41%
Other minorities	16	3.91%	32	6.68%
All minorities	76	18.58%	101	21.09%

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	
	Number	Percent		Number	Percent
Total in category	19,892			73,514	
White	16,952	85.2%		50,400	68.6%
Black	1,757	8.8%		17,394	23.7%
Other minority	1,047	5.3%		5,360	7.3%
All minority	2,804	14.1%		22,754	31%

Source: United States Census Bureau. Query in American Factfinder (<http://factfinder2.census.gov/>), pulled 6/21/2018. (The Census Bureau has discontinued this tool, and we did not find newer available data).

**GOAL 7** [Support Staff]: To maintain the number (and corresponding percentage) of minority support staff at UCA to the percentages listed below, so that the proportion of minority support staff will approximate the proportion of minority individuals in each specific job category (as defined in the EEO-6 Report) in the relevant labor market area.

Reporting terms: as indicated

IPEDS employment categories relevant to this goal are these:

Service Occupations  
 Sales & Related Occupations  
 Office & Administrative Support Occupations  
 Natural Resources, Construction, & Maintenance Occupations  
 Production, Transportation, & Material Moving Occupations

Secretarial/Clerical				
	Fall 2014		Fall 2019	
	Number	Percent	Number	Percent
Total	411		423	
White	322	78.35%	337	79.67%
Black	57	13.87%	49	11.58%
Other minorities	36	8.76%	37	8.75%
All minorities	93	22.63%	86	20.33%

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

See on the following pages UCA's annual Diversity Report, which presents "a snapshot ... through the administrative scope of the Office of Institutional Diversity and Inclusion (IDI), the Office of Diversity and Community (ODC), and the Office of University Training (UT) [and] highlights cross-campus initiatives and collaborations that help to make a collective, positive impact on diversity, belonging, inclusion, and equity. A few events are cross listed due to partnerships."

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

See item G.

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## II. DIVERSITY REPORT: ACADEMIC YEAR 2019–2020

This report provides a snapshot of some of the formal initiatives employed by the University of Central Arkansas (UCA) through the administrative scope of the Office of Institutional Diversity and Inclusion (IDI), the Office of Diversity and Community (ODC), and the Office of University Training (UT). In addition, this report highlights cross-campus initiatives and collaborations that help to make a collective, positive impact on diversity, belonging, inclusion, and equity. A few events are cross listed due to partnerships.

### A. General Campus Initiatives

The Center for Teaching Excellence (CTE): This unit offers professional development opportunities for faculty. One of the pillars of the partnership is the Lunch and Learn Series that engages faculty in additional instructional methods that aim to increase retention. The following sessions, with the specific goal of retaining diverse students, enrolled a total of 150 registrants during this academic year:

Event	Sponsor	Budget
Inclusive Pedagogies: Beyond Office Hours and Safe Spaces	CTE	\$225.00
Lived Experiences Series: Black Student Population	CTE/IDI	\$150.00
Overview of Neurodiversity	CTE	\$158.00
Over the Rainbow: Lived Experiences of a Student on the Autism Spectrum	CTE	\$143.00
Lived Experiences of Latinx and Hispanic Students	CTE/IDI	\$188.00
Teach to Reach ALL Students: Applying Universal Design for Learning (UDL) Principles in College Courses	CTE	\$135.00
<b>Total</b>		<b>\$1,000.00</b>

College Level Diversity: Each College has a diversity plan and a diversity committee. Colleges maintain goals that are consistent with UCA's Diversity Strategic Plan.

Conway Conversations: The mission is to provide a space for members of the UCA campus and Conway communities to come together and engage in conversation about social issues affecting diverse groups of community members. Their initiatives are included below:

Event	Sponsor	Budget
Productive Conflict for Organizations and Communities: Critical Thinking and Listening in Conversations about Poverty	Outreach and Community Engagement	\$81.00
Public Forum on Homelessness	Outreach and Community Engagement	\$0

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<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Micro & Macroaggressions on Campus Webinar Screening	Outreach and Community Engagement	\$349.00
Race Talk Book Discussion Series	Outreach and Community Engagement/ UCA Foundation Grant	\$1,050.00
<b>Total</b>		<b>\$1,480.00</b>

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. During this academic year, two sections enrolled a majority of Black Male Achievement Challenge students.

Gender Inclusive Restrooms: These facilities are not gender-based and include family usage.

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.

Lactation Suites: These spaces are convenient, private, sanitary, and comfortable for nursing mothers to express, collect, and/or store breast milk. There is no fee for the use of any UCA Lactation Suite.

Special Focus: When certain topics rise to the level of requiring additional emphasis, the campus gathers to learn collectively. The campus engaged in the following events during this academic year:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
How Leaders Facilitate LGBTQ+ Inclusion  Five Things Faculty and Staff Can Do To Show Their Allyship to LGBTQ+ People  Collaborating to Shape Campus Culture	Office of the President University Training Student Government Association Institutional Diversity & Inclusion	\$3,100.00
A Space to Discuss Racial and Social Injustice: A Student Forum  (a session for students)	Office of Student Life	\$0
Inclusive Community Inclusive Excellence  (a session for UCA faculty and staff)	Office of Institutional Diversity & Inclusion	\$0

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Event	Sponsor	Budget
Where Do We Go From Here? (a session for UCA and the greater Conway community)	Outreach & Community Engagement / Conway Conversations	\$0
From #BlackAtUCA to Antiracist Pedagogies: A Follow-Up Conversation for Faculty About Diversity, Belonging, Inclusion, & Equity (2 sessions)	Center for Teaching Excellence	\$0
<b>Total</b>		<b>\$3,100.00</b>

Student Services: This division coordinates approximately 200 Registered Student Organizations (RSOs) that range from academics/honors and religious to service and special interests. Quite a few are cultural and/or multicultural. Included in UCA's robust Greek community are seven traditional African American fraternities and sororities as well as a Latino fraternity and a Latina sorority. The Student Government Association also provides social, cultural, and educational activities for students, advocates on behalf of all students, and allocates student activity funds to meet the diverse needs of the student organizations.

UCA Core: The UCA Core is a cohesive course of study carried throughout the student's entire undergraduate experience that builds core competencies around four knowledge and skill areas: (1) critical inquiry; (2) effective communication; (3) responsible living; and (4) diversity. In UCA courses, diversity is described as the ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief systems as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

UCA Women's Leadership Network: This network is open to all. It primarily supports women who are seasoned or aspirant leaders in the home, at work, or in the community. The network provides personal and professional development opportunities and cultivates connections for women from various backgrounds, in Conway and in surrounding areas.

Women in Academic Leadership Learning Community: This is an open community that primarily serves as a forum for women, in Academic Affairs and beyond, to gather and develop as leaders.

## **B. Institutional Diversity and Inclusion**

The Office of Institutional Diversity and Inclusion (IDI) serves to 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 programs meet the stated objectives, help the office make necessary modifications, and offer ideas for the future. Overall, survey results offer positive feedback on IDI's events. IDI engaged in the following wide-range of activities this academic year.

### **1. IDI Initiatives**

Diversity Advisory Committee: Sanctioned by UCA's Board of Trustees, the Diversity Advisory Committee (DAC) is comprised of faculty from each academic College, staff from each Division, and representatives from the Student Government Association (SGA), the Faculty Senate, and the Staff Senate. DAC also has representation from the Board of Trustees, alumni, and the community. The charge of this committee is to make recommendations and to promote inclusive excellence that aligns with the

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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 Survey
- Diversity and Inclusive Excellence Award
- Diversity Key Performance Indicators
- Diversity Strategic Plan
- Immigrant Experience at UCA
- Institutional Diversity and Inclusion Grant Program
- Lactation Suites
- LGBTQ+ Advisory
- Political and Religious Acceptance at UCA
- Strategies for Targeting Academic Representation

Diversity Awards: The Diversity and Inclusive Excellence Award recognizes individuals who demonstrate a commitment to diversity and inclusive excellence on and/or off campus. These individuals have made a significant impact related to the University's core values of diversity including (a) recruitment and retention of a diversified body of students, faculty, and staff; (b) support of the diverse needs of the students we serve; and/or (c) enhancement of interactions in a global community. The Outstanding Diversity Outreach by a Student Award recognizes a student whose commitment to diversity and inclusive excellence on campus and/or off campus has made a significant impact in a positive way. This award is now coordinated by the Office of Student Life.

Event	Sponsor	Budget
Faculty/Staff Award	IDI	\$1,348.00
Student Award	Office of Student Life	\$30.00
<b>Total</b>		<b>\$1,378.00</b>

Diversity, Equity, Civility Concern: This process allows for any student, faculty, staff, or campus guest to report acts of discrimination, inequities, or incivility occurring in the UCA community.

Diversity Strategic Plan: During the 2018/2019 academic year, 31 different departments/units/programs reported 116 activities that are consistent with UCA's diversity, belonging, inclusion, and equity ideals.

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 for initiatives that actualize diversity, belonging, inclusion, and equity. This academic year, nine grants were funded:

Event	Sponsor	Budget
Departmental/College Grants	IDI	\$200.00
Faculty/Staff Grants	IDI	\$1750.00
<b>Total</b>		<b>\$1,950.00</b>

## 2. IDI Events

While IDI offers the campus community opportunities to learn more about diversity, belonging, inclusion, and equity, IDI continues to give specific attention to the recruitment, retention, and development of historically underrepresented faculty to alleviate race-based student-to-faculty disproportionalities, to



increase historically underrepresented individuals in leadership, and to address the needs of LGBTQ+ faculty and staff. Activities for the academic year were as follows:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Campus Climate Survey Administration	IDI	\$1,500.00
Coaching Circle	IDI	\$0
Diversity & Inclusion for Academic Leaders  (2 sessions)	IDI/CTE	\$143.00
Faculty of Color Retreat	IDI	\$361.00
LGBTQ+ Affinity-Resource Group	IDI	\$85.00
Minority Faculty Mentoring Initiative  (2 whole-group sessions)	IDI	\$285.00
Navigating Diversity in Search Committees	General Counsel/HR/IDI	\$0
Recruitment at the SREB Compact for Faculty Diversity	Office of the Provost / IDI	\$2,300.00
The Academic Network	Office of the Provost/ IDI	\$1,200.00
<b>Total</b>		<b>\$5,874.00</b>

#### **IDI Events 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, print and copy services, mobile charging stations, and books. This academic year's presentations were as follows:

<b>Event</b>	<b>Sponsor</b>	<b>Budget</b>
Emotional Intelligence	Outreach & Community Engagement / IDI	\$100.00
Preparing for Physical Therapy Grad School	PT/IDI	\$0
Preparing for Nursing School	Nursing/IDI	\$0
<b>Total</b>		<b>\$100.00</b>

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### IDI Events for Graduate Students

IDI works with and advises the Black Graduate Student Association (BGSA), which provides community and professional development to graduate students from the African diaspora.

UCA also hosted another HBCU Outreach (Historically Black College/University) to recruit students to graduate programs at UCA, in partnership with the Graduate School.

Event	Sponsor	Budget
Black Graduate Student Association	IDI	\$113.00
HBCU Outreach	Graduate School/IDI	\$304.00
<b>Total</b>		<b>\$417.00</b>

### Community Outreach

Amigo Fest & Health Fair: Roughly 250 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 native African American Arkansans who have reached the pinnacle of their respective professions.

League of United Latin American Citizens (LULAC): UCA continued to support LULAC's annual gala. Several of UCA's Latinx students received scholarships at this event. Parents of the students and UCA staff were present to honor students at the gala.

Minority Vendor Partnership Initiative: This academic year, the committee conducted a study about business women of color in Arkansas. A research committee was convened to host six focus group sessions for business women of color, from around the state, to speak about their experiences of starting, funding, maintaining, and growing successful businesses in Arkansas. Participants also completed surveys that provided more nuanced information about their needs as business women of color. The committee is in the process of transcribing, analyzing, and reporting the data from the study.

Event	Sponsor	Budget
Amigo Fest & Health Fair	ODC/IDI	\$11,216.00
Arkansas Black Hall of Fame	UCA Foundation	\$ 2,000.00
LULAC	UCA Foundation	\$ 2,500.00
Minority Vendor Partnership	Women's Foundation of Arkansas	\$ 4,085.00
<b>Total</b>		<b>\$19,801.00</b>

### C. Office of Diversity and Community

The mission of ODC is to provide multiple support services to enhance the academic success of students from historically underrepresented minority communities. Its mission is to create an inclusive community that promotes student success through retention-focused programs such as mentoring, leadership development, and life-skills enrichment. ODC serves to educate, engage, and empower. ODC invites student feedback for 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.

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Key initiatives include the Black Male Achievement Challenge (B-MAC), Latinx/Hispanic Outreach Initiative, Minority Mentorship Program (MMP), Project X: Early Arrival Program, and Women of Excellence (WOE).

The following sections will provide descriptions of each initiative, programming activities, and measured outcomes of each initiative. For purposes of assessment, the following information is provided:

- UCA tracks retention rates by Full-Time, First-Time Degree-Seeking Undergraduates. Retention rates for fall 2019 to fall 2020 were not available at the time of this report. Fall 2019 to spring 2020 rates have been provided.
- UCA applies the Satisfactory Academic Performance (SAP) metric to determine student progress towards the degree. SAP is defined as earning 67% of hours attempted with a minimum undergraduate cumulative GPA of 2.0 or earning an undergraduate degree.
- The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student. Some data cannot be published in this report due to this law's protection against identifying certain student outcomes for small groups of students.
- Across ODC's initiatives, select programs were identified as Signature Programs based on their impact on sense of belonging and community, career outcomes, and a focus on academic success. Programs and events identified as Signature Programs were assessed for behavioral outcomes at the end of the semester with follow-up data (obtained through the Office of Institutional Research or through follow-up surveys focused on behavioral objectives).

#### 1. Black Male Achievement Challenge (B-MAC)

The Black Male Achievement Challenge is open to all and began during academic year 2013/2014. It provides targeted intervention, critical socialization and bridge services, and enriching educational experiences for historically marginalized men of color. At UCA, black men have, historically, graduated at a rate lower than any other student community, demographically. During the 2019/2020 academic year, students experienced programs that focused on student success, inside and outside the classroom, attended leadership conferences, engaged in community service activities, enjoyed an educational incentive trip, and served as diversity ambassadors for the department. The variety of social, cultural, and educational events in which the young men actively participated are listed below:

##### **B-MAC Activities**

- Arkansas Children's Hospital Community Service Project
- B-MAC Kick-Off: Keys to Success at UCA
- Bridging the Gap V
- Conway Daze RSO Fair
- Fresh Prince of Conway (Welcome Week Session)
- Monthly Mass Meetings - October Meeting selected as Signature Program
- Move-in Day
- Office of Diversity and Community Graduation Celebration Hosts
- Racial and Social Injustice Forum
- Southwestern Black Student Leadership Conference
- UCA Day of Giving Promo Video Production

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**Program Impact and Student Evaluations of B-MAC**

<b>B-MAC Cohort</b>	<b>Students</b>	<b>Retention Fall 2019 to Spring 2020</b>	<b>SAP Fall 2019</b>
2019	48	87.5%	N/A*
Black Males - 2019 (Comparative Group)	118 (Retention) 502 (SAP)	89.8%	71.7%

\* *These data are protected by Federal Law (FERPA) from release to the public.*

Performance and retention data for the program show that B-MAC participants had acceptable retention and SAP rates within the last academic year. Participants rated the Signature Program as a positive experience with ratings of 4.3 out of 5 (1 = Poor to 5 = Excellent). Participants in the Signature Program also engaged other campus support services; for instance, 55% of participants engaged the Advising Center, 60% engaged the Career Services Office, and 77% engaged the Office of Student Success.

## **2. Latinx/Hispanic Outreach Initiative**

This initiative is open to all and started during academic year 2013/2014. It primarily focuses on assisting the Latino Student Association (LSA) and Hermandad de Sigma Iota Alpha, Inc. As part of ODC, the initiative includes service to the ENGAGED initiative for Latinx students, which is powered by the UCA Career Services Department; direction for various departmental events; leadership for the Diversity Advisory Committee's Immigrant Experience Sub-Committee; facilitation of a weekly Women of Color Process Group, in partnership with the UCA Counseling Center; and liaising for the minority executive board. UCA's Latinx student community had opportunities to lead and actively participate in a variety of social, cultural, and educational events. Please see the list of events below:

### **LSA Activities**

- Amigo Fest and Health Fair
- Bi-Monthly Latino Student Association Meetings
- Conway Daze RSO Fair
- ENGAGED Initiative
- Exploring Arkansas Nature Excursions
- LULAC Scholarship Gala
- Latin Dance Night
- Latinx Graduate Student Experience Panel
- Latinx Professional Employee Panel - Signature Program
- MLK Prayer Breakfast Hosts
- Move-in Day
- Office of Diversity and Community Graduation Celebration Hosts
- Racial and Social Injustice Forum
- Samantha Ramírez-Herrera: Borderless Dreams, "Sueños Sin Límites"
- Student Government Association Diversity Food Night
- UCA Day of Giving Promo Video Production

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**Program Impact and Student Evaluations of LSA**

<b>LSA Cohort</b>	<b># of Students</b>	<b>Retention Fall 2019 to Spring 2020</b>	<b>SAP Fall 2019</b>
2019	11(Retention)	100%	N/A*
Hispanic Students (Comparative Group)	113(Retention) 491(SAP)	89.4%	83.3%

\* *These data are protected by Federal Law (FERPA) from release to the public.*

Performance and retention data for the program disclose that LSA participants had higher retention and SAP rates than their Latinx/Hispanic counterparts within the last academic year. LSA participants enjoyed and appreciated the Signature Program as evidenced by ratings of 4.4 out of 5 (1 = Poor to 5 = Excellent). Participants in the Signature Program also engaged other campus support services; for example, 35% of participants engaged the Advising Center and 83% engaged the Career Services Office.

### 3. Minority Mentorship Program

The Minority Mentorship Program (MMP) is open to all and initiated in 1991. MMP puts forth pointed efforts to increase the freshmen retention rates of historically underrepresented students by fostering a culture that supports the holistic development of both mentee (incoming) and mentor (upper classification) students. This program provides connections to academic resources as well as introductions to other students, faculty, and staff. The program also engages students in social and service learning/volunteer opportunities outside of the classroom. These offerings educate students on successful campus living and cultivate a sense of belonging, a necessary element of retention. Mentees and mentors actively participated in a variety of social, cultural, and educational events as listed below:

#### **MMP Activities**

- Admissions Bear Facts Days
- Admissions Open House Day
- Backpack Initiative
- Bridging the Gap V
- Conway Daze RSO Fair
- Hurricane Dorian Relief Efforts
- Installed 8 working committees
- Mentors Moving People Move-in Day Crew
- MLK Prayer Breakfast Hosts
- MMP Executive Board Recruitment
- MMP Fall Training
- Monthly Mentor Meetings
- Monthly Programs
- Office of Diversity and Community Graduation Celebration Hosts
- Southwestern Black Student Leadership Conference
- Spring Mentor Recruitment
- Transitions Week - Signature Program
  - Mentor Mayhem Cookout
  - MMP Roll Bounce
  - MMP Unplugged (Provides awareness about student organizations and campus involvement)
  - Motivational Monday and Multicultural Freshmen Dinner with the Provost
  - Transitions Greek Expo (Increase awareness of UCA's Black Greek Organizations)
- Trap Painting With MMP/SPBC
- UCA Day of Giving Promo Video

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**Program Impact and Student Evaluations of MMP**

<b>MMP Cohort</b>	<b># of Students</b>	<b>Retention Fall 2019 to Spring 2020</b>	<b>SAP Fall 2019</b>
2019	158 (Retention)/38(SAP)	91.7%	92.1%
Asian Students	39(Retention)/163(SAP)	88.6%	88.6%
Black Students	287(Retention)/1,034(SAP)	90.0%	75.8%
Hispanic Students (Comparative Groups)	101 (Retention)/409(SAP)	89.4%	83.3%

Performance and retention data for the program unveil that MMP participants had higher retention and SAP rates than their non-participating counterparts within the last academic year. Participants rated the Signature Program as a positive experience with ratings of 4.3 out of 5 (1 = Poor to 5 = Excellent) and comments such as:

- *I believe that the Office of Diversity and Community is doing a great thing bringing together multiple races and connections to allow students to achieve greatness!*
- *I really admire this program conducted by UCA. Just in this short amount of time, I have developed new relationships that will help to mold my freshman year. I am so glad I chose to be a part of the MMP!*

Additionally, the Minority Mentorship Program was recognized by UCA's President and Board of Trustees as a CLAWS (Celebrating the Lofty Achievements of our Wonderful Students) recipient for the work they do to positively impact retention rates of UCA's historically underrepresented students. In addition, the group's Transition Week program "Roll Bounce with MMP" received the honor of *Innovative Program of the Year* among UCA's Student Involvement Awards. Moreover, at the 2020 Southwestern Black Student Leadership Conference, one of the MMP student co-directors received *Student of the Year* and the MMP Advisor received *Advisor of the Year*.

#### 4. Project X: Early Arrival Program

This program is open to all and launched in August 2016. Project X is under the auspices of the Black Male Achievement Challenge (B-MAC) to give historically underrepresented male students of color a targeted introduction to their UCA academic journey. Project X aims to impact student success through building community and increasing sense of belonging. Project X makes students aware of campus resources in addition to optimal academic and social behavior to attain success in college. The program fosters unity among these new students and connects them to faculty, staff, and current students who can assist in their transition to UCA and their continued development. Project X includes academic success workshops, brotherhood/bonding, faculty and staff presentations, leadership development, peer mentoring, program materials, a student services luncheon, and team-building.

This academic year, the program developed two important partnerships to further enhance the experiences of the participants. ODC gained external sponsorship for a professional blazer that is presented to each young man at the completion of the program. The blazer is subsequently worn on B-MAC's GQ Tuesday and/or during other professional occasions. As a requirement of receiving the blazer, each recipient attended a professional development seminar that was facilitated by the sponsor. The second partnership forged is with the UCA Learning Communities/Residential Colleges to provide two high impact practices for the young men.

In addition to the Project X: Early Arrival Program experiences, the young men participated in a variety of social, cultural, and educational events during the academic year. Please see the list of events below:

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### Project X Activities

- Belk Professional Development opportunities
- Community Service Projects
- Focus group circles for the Black Male Experience Committee
- Move-in Day Fast Movers Crew
- Office of Diversity and Community Graduation Celebration Hosts
- Project X course through Residential Colleges
- Racial and Social Injustice Forum
- Ropes Course Activity
- Southwestern Black Student Leadership Conference
- Team Building/Game Night at Conway Family Bowling

### Program Impact and Student Evaluations of Project X

Project X Cohort	# of Students	Retention Fall 2019 to Spring 2020	SAP Fall 2019
2019	36 (Retention)/38 (SAP)	91.7%	N/A*
Black Males - 2019 (Comparative Group)	118 (Retention)/502 (SAP)	89.8%	71.7%

\* These data are protected by Federal Law (FERPA) from release to the public.

Performance and retention data for the program divulge that Project X participants had higher retention and SAP rates than their Black counterparts within the last academic year. Also, participants, overwhelmingly, rated the Early Arrival Program as a positive experience with ratings of 4.8 out of 5 (1 = Poor to 5 = Excellent) during fall 2019 and with comments such as the following:

- *I think the mentors really tried to get everyone involved and not feel left out. This is really important at a time like this. I think that is an awesome way to get black men on the same track and to succeed.*
- *I like how other people like Vice President Williams, TJ, JB, and everyone else came to just make it better, showing that they are here to support us no matter what the situation is.*
- *It was a great experience. It was an amazing experience. I'm glad I joined! I made friends that will probably be lifelong friends.*
- *The program has met every objective provided in all mission statements, creeds, and pledges.*
- *Great program, would refer it to any African American or Latino incoming freshman next year.*
- *The program overall is just great. It's so amazing to have a group of people that are all facing the same struggles coming to a PWI and it also feels good to know that with this program that you will always have a "brother" in your corner.*
- *It was amazing, and I feel like every black male or any male of color should attend!*
- *We formed a brotherhood while in this program.*

Additionally, the program achieved its objectives across the reporting year as evidenced by the five most repeated themes/topics identified by participants:

- Academic Success
- Success at UCA
- Campus Resources
- Career Success
- Transition to College

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## 5. Women of Excellence

Women of Excellence (WOE) is open to all and commenced in August 2016 to offer enriching experiences such as conversations and activities that address self-esteem and academics as well as leadership, social, and personal development. The ultimate goal of WOE is to help reduce the overall gap between African American female and Caucasian female achievement, retention, and graduation rates. During the 2019/2020 academic year, students experienced programs that focused on living purposefully, mental health, professional impressions, and relationships. In addition to these topics, the young women had opportunities to actively participate in a variety of social, cultural, and educational events. Several activities planned for March and April were cancelled due to COVID-19 precautions but most were executed as follows:

### WOE Activities

- Bridging the Gap V
- Conway Daze RSO Fair
- Conway MobilePack
- Fall Kick Off: Power of Purpose
- Hip Hop Dance Classes with CJ
- MLK Prayer Breakfast (Hosts)
- Monthly Programs (7) - October Program selected as Signature Program
- Move-in Day
- Office of Diversity and Community Graduation Celebration (Hosts)
- Racial and Social Injustice Forum
- Southwestern Black Student Leadership Conference
- UCA Day of Giving Promo Video
- WOE Wednesday T-Shirt Day

### Program Impact and Student Evaluations of WOE

WOE	# of Students	Retention Fall 2019 to Spring 2020	SAP Fall 2019
2019 Cohort	68(Retention)/171(SAP)	95.6%	86.5%
Black Women	201(Retention)/862(SAP)	90.0%	78.2%
Hispanic Women	66(Retention)/301(SAP)	89.4%	86.4%
(Comparative Groups)			

Performance and retention data for the program reveal that WOE participants had higher retention and SAP rates than their non-participating counterparts within the last academic year. Participants rated the Signature Program as a positive experience with ratings of 4.5 out of 5 (1 = Poor to 5 = Excellent) during fall 2019 with comments such as:

- *I enjoyed the talk and the activities that allowed me to reflect on my own life. I learned the importance of perseverance and hard work, but also the importance of taking time out for myself.*
- *Different from all the other mental health programs I've been to, very out of the box. Very informative, attentive, inviting. Should do this again with this speaker.*

## 6. Office of Diversity & Community Activities

- Academic Achiever Celebration
- Bridging the Gap V
- Central Arkansas LGBTQ+ Pride Fest



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- Conway MobilePack
  - Finals Survival Kit Distribution
  - Homecoming Greek Show
- 
- Latinx Graduation Celebration Preparation (*event cancelled due to COVID-19 precautions*)
  - LGBTQ+ Graduation Celebration Preparation (*event cancelled due to COVID-19 precautions*)
  - LGBTQ+ University of Central Arkansas Pride Walk
  - Minority Graduation Celebration (*spring converted to a virtual event due to COVID-19*)
  - Miss Essence Scholarship Pageant Preparation (*event cancelled due to COVID-19 precautions*)
  - MLK Prayer Breakfast
- 
- Southwestern Black Student Leadership Conference
  - UCA Day of Giving Featured Fund
  - Women's Tea Preparation (*event cancelled due to COVID-19 precautions*)

#### 7. Supplemental Impact Data

Other data that speak to the importance of having ODC programming include narratives taken from the recent #BlackAtUCA Twitter feed. A couple of comments from African American students are included below.

- *One of the best things that could have happened to me at UCA is the diversity office. They look out for us!*
- *All incoming black freshman, I encourage you all to join organizations such as MMP, SPBC, B-MAC, Project X, Real Beauty, WOE, MPHA, Ebony Models, and Dancers United!*

#### 8. ODC Programming Expenses

Event	Budget
Academic Achiever Event	\$ 902.00
Black Male Achievement Challenge/Project X	\$6,684.00
Bridging the Gap V	\$ 722.00
Conference Travel	\$3,680.00
Finals Survival Kits	\$ 352.00
Griot Society	\$ 735.00
Latinx Programming	\$ 259.00
LGBTQ+ Programming	\$ 799.00
Minority Graduation Celebrations	\$3,737.00
Minority Mentorship Programming	\$7,211.00
Students for the Propagation of Black Culture	\$2,967.00
Women of Excellence	\$2,930.00
<b>Total</b>	<b>\$30,978.00</b>

#### D. The Office of University Training

The Office of University Training (UT) supports the University by providing educational seminars for faculty, staff, students and the community. Offered throughout the year, educational seminars cover topics

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such as Diversity, Workplace Harassment, Customer Service, Supervisory Skills, and Professional Development. UT also invites each audience to provide feedback to ensure that the seminar aligned with seminar objectives, participant needs, and the high standards of UT. Overall, survey results offer positive feedback on the events.

**The Office of University Training objectives include:**

1. To deliver educational seminars that are applicable to the campus environment and its diverse populations;
2. To allow for avenues of communication and participation among the participants;
3. To deliver seminars of the highest standards with the goal of increasing the participant's knowledge and understanding of that 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 the diversity-related enrichment seminars, while it also provides corresponding attendance and monetary investments.

1. Diversity - Faculty/Staff/Student/Department/Athletics

**Annual On-Site Campus-Wide Diversity Seminars**

These seminars educate employees on an important topic related to diversity. The 2019/2020 topic was *"Building Inclusion through the Power of Language."* Content included personal reflection exercises as well as several group activities. Topics ranged from privilege, cultural identities/filters, to generations, race, and difficult conversations. Listed below are the Diversity seminars presented on campus and in the community:

<b>Event / Participation</b>	<b>Sponsor</b>	<b>Budget</b>
Bring Your Own Lunch	University Training	\$0
Black Male Achievement Preparation (event canceled due to COVID-19)		
Restorative Justice 17 attendees		
Campus-Wide 'Language' 8 Sessions	University Training	\$0

<b>Event / Participation</b>	<b>Sponsor</b>	<b>Budget</b>
129 attendees		
College of Education 7 attendees	University Training	\$0
Community Development Institute 58 attendees	University Training	\$0
Council of Deans Retreat 11 attendees	University Training	\$0
ELSE 30 attendees	University Training	\$0
HPER Student Staff 48 attendees	University Training	\$0
Honors Mentors 19 attendees	University Training	\$0
LGBTQ+ National Speaker 119 attendees	Office of the President University Training SGA IDI	See Special Focus Sessions
LGBTQ+ Safe Zone 52 attendees	University Training	\$0
Minority Mentors 32 attendees	University Training	\$0
OT Faculty and First Year Students 48 attendees	University Training	\$0
PT Third-Year Students 65 attendees	University Training	\$0
SGA 55 attendees	University Training	\$0
SOS 80 attendees	University Training	\$0
<b>Total - 770 On-Site Attendees</b>		<b>\$0</b>

#### **Online Diversity Training**

In 2009, UCA began offering online education seminars for employees. UCA employees completed 1,988 sessions of online Diversity education during this academic year.

<b>SafeColleges Online</b>	<b>Sponsor</b>	<b>Budget</b>
Diversity, Harassment, Title IX, Child Abuse, FERPA, IT Security Seminars	University Training	\$39,452.00

## **2. Harassment - Faculty/Staff/Students/Department/Athletics**

#### **Annual On-Site Campus-Wide Harassment Seminars**

These seminars educate employees on the important topic of workplace harassment prevention, which includes modeling professional behavior and respect in the midst of individual differences. UCA's core value of diversity plays a key role in the seminar's exercises and discussion.

<b>Event / Participation</b>	<b>Sponsor</b>	<b>Budget</b>
Campus-Wide Workplace Harassment 8 Sessions 140 attendees	University Training	\$0
Dr. Peppers' Biology Class 20 attendees	University Training	\$0
Family & Consumer Science 26 attendees	University Training	\$0
Honors Mentors 19 attendees	University Training	\$0
Math Department Employees 15 attendees	University Training	\$0
Men/Women Golf Teams 20 attendees	University Training	\$0
New Faculty Employees 24 attendees	University Training	\$0
Professor Courtway's Class 22 attendees	University Training	\$0
Veterans Affairs 13 attendees	University Training	\$0
<b>Total - 299</b>		<b>\$0</b>
<b>On-Site Attendees</b>		

#### **Online Harassment Training**

In 2009, UCA began offering online education seminars for employees. UCA employees completed 1,998 sessions of online Harassment Prevention education during this academic year.

<b>SafeColleges Online</b>	<b>Sponsor</b>	<b>Budget</b>
Diversity, Harassment, Title IX, Child Abuse, FERPA, IT Security Seminars	University Training	See Online Diversity Costs

#### **E. Diversity Website**

IDI updates the diversity website ([www.uca.edu/diversity](http://www.uca.edu/diversity)) as needed as it serves as a center point for diversity and inclusion initiatives and opportunities. The primary links on the website are as follows:

- Institutional Diversity and Inclusion
- Office of Diversity and Community
- Office of University Training
- Diversity Advisory Committee
- Initiatives and Support

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#### **F. DIVERSITY AWARDS**

- 2019: Minority Access, Inc. awarded UCA with a *Committed to Diversity Award*. This was the fourth year for this award. A total of \$1,932 was invested in the conference and travel.
- 2019: The League of United Latin American Citizens (LULAC) Council 750 Little Rock, Arkansas designated UCA as a *Latino Destination Campus*. Over the years, UCA has received several awards from LULAC.

# **NON-PARTICIPATING ENTITIES**



## 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)

May 13, 2020

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

RE: Arkansas Code § 21-3-101 Request

Dear Mr. Robinson:

I have been made aware of your email dated May 7, 2020 concerning A.C.A. § 21-3-101 Equal Employment Hiring Program Reporting for Arkansas Legislative Council addressed to "Constitutional Officers, Department Secretaries, Agency Directors, Presidents and Chancellors." In the email, you request the annual reporting of equal-employment data pursuant to Arkansas Code Annotated section 21-3-101. While the court is firmly committed to the goals identified in that statute and to a policy of equal-employment opportunities for all, it appears that the reporting requirements of section 21-3-101 have no applicability to judicial branch agencies or officers.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Dan Kemp", is written over the printed name.

John Dan Kemp

JDK:mlf