

## ASU Schools:

### Please specify the funds you will lose and the language requiring DEI policies to access the funds.

#### ASU- Beebe

If we lose accreditation from the Higher Learning Commission, we will jeopardize our ability to provide federal financial aid to our students and potentially we could lose all our federal grant programs.

#### ASU- MidSouth

If we lose accreditation from the Higher Learning Commission, we will jeopardize our ability to provide federal financial aid to our students and potentially we could lose all our federal grant programs.

#### ASU- Mountain Home

If we lose accreditation from the Higher Learning Commission, we will jeopardize our ability to provide federal financial aid to our students and potentially we could lose all our federal grant programs.

#### ASU- Newport

If we lose accreditation from the Higher Learning Commission, we will jeopardize our ability to provide federal financial aid to our students and potentially we could lose all our federal grant programs.

#### ASU- Three Rivers

Carl Perkins federal grant funding formula is provided based upon Pell grant recipients who are enrolled in technical programs. The data used to provide Carl Perkins services is drawn from special populations. We analyze the disparities in services for special populations and implement targeted activities to enhance support for those individuals. Additionally, if we lose accreditation from the Higher Learning Commission, we will jeopardize our ability to provide federal financial aid to our students and potentially we could lose all our federal grant programs.

#### Henderson

If Henderson State University were to lose its accreditation, it would not be able to receive Federal Pell Grants. The Higher Learning Commission is our accrediting body. Core Component 1.C states: The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission for the constituencies it serves. 1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success. 2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. 3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas, and perspectives.

### Please specify the accreditor, the language requiring DEI policies, and the program at jeopardy.

#### ASU- Beebe

To be accredited by the Higher Learning Commission, we must meet the following criterion: Accreditor: Higher Learning Commission Program: Arkansas State University – Beebe Language: 1.C. 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. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. 3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world. 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves. In order to maintain our Vet Tech Program accreditation, we must meet the following criterion: Accreditor: American Veterinary Technician Medical Association – Committee on Veterinary Technician Education and Activities (AVMA-CVTEA) Program: Veterinary Technology Language: Standard 8e: The program must promote a learning environment that values diversity, equity, inclusion, and belonging. Rationale: Diversity, equity, and inclusion (DEI) are important to the experience of students, faculty staff, and animal owners, as they interact with the program, and for students as they transition to their professional lives. Veterinary technicians must understand the populations the profession serves for the healthcare team to deliver the best possible care to animals and meet the needs of diverse populations of animal owners. Standard 10a: The curriculum must prepare graduates who will be fully capable of performing in a wide variety of professional roles within the veterinary field. At the completion of the curriculum, graduates must have attained entry-level skills needed to support companion animal, equine, and food animal practice, biomedical research, and other veterinary medical activities. The curriculum shall provide a foundation in veterinary technology that will prepare the student to successfully become credentialed and inspire the student to continue life-long learning. Opportunities should exist throughout the curriculum for students to gain an understanding of the important influences of diversity and inclusion in veterinary medicine. Rationale: The curriculum is the core of a veterinary technology program and must include sufficient depth and breadth of subject matter to prepare students for professional success. Having a clear focus on the program's mission, scope, and goals is important. The curriculum should reflect the overall mission statement of the program and include contemporary standards of veterinary care. While programs are responsible for the quality of education delivered by their faculty and staff, they are also responsible for assessing student learning and performance at sites offering practical experience. This requires maintaining channels of communication with off-campus clinical sites.

### **ASU- Midsouth**

To be accredited by the Higher Learning Commission, we must meet the following criterion: Accreditor: Higher Learning Commission Program: Arkansas State University Mid-South Language: 1.C. 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. The institution

encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. 3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world. 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

### **ASU- Mountain Home**

Accreditor: Higher Learning Commission Program: Arkansas State University - Mountain Home

Language: 1.C. 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. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. 3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world. 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

### **ASU- Newport**

Accreditor: Higher Learning Commission Program: Arkansas State University - Mountain Home

Language: 1.C. 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. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. 3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world. 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. The institution strives to ensure that the overall composition of

its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

#### **ASU- Three Rivers**

Accreditor: Higher Learning Commission Program: Arkansas State University Three Rivers Language: 1.C. 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. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. 3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world. 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

#### **Henderson**

The Higher Learning Commission is our accrediting body. Core Component 1.C states: The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission for the constituencies it serves. 1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success. 2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. 3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas, and perspectives.

#### **Are accreditors requiring, in this accreditation cycle or the next, the implementation of DEI policies?**

#### **ASU- Beebe**

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provides students with growth opportunities and lifelong skills to live and work in a multicultural world. 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves. In order to maintain our Vet Tech Program accreditation, we must meet the following criterion: Accreditor: American Veterinary Technician Medical Association – Committee on Veterinary Technician Education and Activities (AVMA-CVTEA) Program: Veterinary Technology Language: Standard 8e: The program must promote a learning environment that values diversity, equity, inclusion, and belonging. Rationale: Diversity, equity, and inclusion (DEI) are important to the experience of students, faculty staff, and animal owners, as they interact with the program, and for students as they transition to their professional lives. Veterinary technicians must understand the populations the profession serves for the healthcare team to deliver the best possible care to animals and meet the needs of diverse populations of animal owners. Standard 10a: The curriculum must prepare graduates who will be fully capable of performing in a wide variety of professional roles within the veterinary field. At the completion of the curriculum, graduates must have attained entry-level skills needed to support companion animal, equine, and food animal practice, biomedical research, and other veterinary medical activities. The curriculum shall provide a foundation in veterinary technology that will prepare the student to successfully become credentialed and inspire the student to continue life-long learning. Opportunities should exist throughout the curriculum for students to gain an understanding of the important influences of diversity and inclusion in veterinary medicine. Rationale: The curriculum is the core of a veterinary technology program and must include sufficient depth and breadth of subject matter to prepare students for professional success. Having a clear focus on the program's mission, scope, and goals is important. The curriculum should reflect the overall mission statement of the program and include contemporary standards of veterinary care. While programs are responsible for the quality of education delivered by their faculty and staff, they are also responsible for assessing student learning and performance at sites offering practical experience. This requires maintaining channels of communication with off-campus clinical sites.

### **ASU- Midsouth**

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its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

### **ASU- Mountain Home**

Yes. Please see attached letter from the Higher Learning Commission. this will come in the form of an email. This will affect the accreditation of the entire University.

### **ASU- Three Rivers**

Accreditor: Higher Learning Commission Program: Arkansas State University Three Rivers Language:

1.C. 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. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. 3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world. 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

### **Henderson**

In our Higher Learning Commission June 2023 focused visit, Criterion 1C was 'Met with Concerns' and our year four comprehensive review (June/2025) requires an embedded report on the campus climate as it promotes respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives. The accreditation team rationale stated the following: 1. Numerous examples of community engagement opportunities and experiential learning were evident in the assurance document and the campus interviews. Students provide volunteer services in the Arkadelphia community and on campus that promote informed citizenship and civic engagement. 2. The student body at Henderson is quite diverse, with 33.5% of the class being under-represented minorities and about 50% are Pell eligible. Large gaps in retention, persistence and completion are evident for students of color compared to the overall student population. To date, those achievement gaps have not been successfully addressed. 3. At the time of the site visit, there were no coordinated efforts to promote diversity, inclusivity and equity among faculty and staff. Interviews with faculty and staff suggest that this is a high priority that has not been adequately addressed. They note that there is no office or person to whom concerns about diversity, equity, and inclusivity can be reported and issues resolved.