

# EXHIBIT H2

## Arkansas State University ASU System Response DEI Survey August 2023

### Positions with Diversity Statements

Position Number	Position Title	Statement to Remove
16082C	HEI Program Coordinator (Assistant Director of Diversity & Strategic Diversity Initiatives)	Statement describing your commitment to diversity and working with diverse populations.
F00329	Assistant or Associate Professor 9 Month Pre-tenure	Please submit a cover letter, curriculum vitae, a statement of research experience and plans, teaching philosophy, a statement of commitment to increasing diversity within the field of biology, and contact information for at least three references with your application.
F00144	Assistant Professor 9 Month	On page four of the application, please submit the following: Cover Letter, Curriculum Vitae, Statement of research experience and plans, teaching philosophy, Statement of commitment to increasing diversity within the field of biology.
F00115	Assistant Professor 9 Month (Assistant Professor of Occupational Therapy)	Qualified candidates should submit the following materials: (1) Curriculum vitae (2) Statement outlining teaching, scholarship, service and leadership philosophy (3) Diversity, equity, and inclusion statement (4) Contact information for three (3) references.
A00401	Project Program Manager (Title IX Coordinator)	Applicants should upload a cover letter speaking to diversity and addressing qualifications, curriculum vitae, along with the names, email addresses, and telephone numbers of five professional references Strong interpersonal and communication skills and the ability to work effectively with a wide range of constituencies in a diverse community.

A00014	Agriculture Dean of Schools	Applicants should upload a cover letter speaking to diversity and addressing qualifications, curriculum vitae, along with the names, e-mail addresses, and telephone numbers of five professional references. Review of applications will begin immediately with applications accepted until the position is filled. To allow for the most complete consideration, applications should be submitted by December 2, 2019. Anticipated starting date is July 1, 2020. Under the Arkansas' Freedom of Information Act, applications are subject to public inspection. A-State is committed to creating a productive workplace in which both persons and property are secure. To achieve that goal, background investigations are conducted on all final applicants recommended for employment. Arkansas State University is an Equal Opportunity, Affirmative Action Employer with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff.
F00573	Assistant Professor 9 Month (Online Assistant Professor 9 Month)	Please include the following on page four of your application for complete consideration: (1) A statement of purpose indicating teaching and research interests and credentials as well as the candidate's interest in program assessment and management, (2) Curriculum Vitae, (3) Graduate transcripts, (4) Evidence of teaching ability, (5) A Writing sample (a peer-reviewed article that was recently published or dissertation chapter will suffice), (6) A statement indicating the candidate's commitment to diversity, equity, and inclusion, (7) Three (3) letters of recommendation.

Diversity, Equity, and Inclusion Personnel

A00480	Vice-Chancellor for Diversity & Community Engagement	Lonnie Williams	\$146,927.00
A00406	Project Program Specialist	Sharon Lee	\$60,730.00
A00900	Education Program Coordinator	Trinity Haynes	\$40,386.00
A00395	Project Program Director (Director of Multicultural Center)	Adrian Everett	\$66,990.00

## **NON-DISCRIMINATION STATEMENT**

Arkansas State University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, marital status, veteran status, genetic information or disability in any of its practices, policies or procedures. This includes, but is not limited to, employment, admissions, educational services, programs or activities which it operates or financial aid.

### **Equal Employment Opportunity**

Requires policies and practices in employment that do not discriminate against individuals on the basis of race, color, religion, sex, national origin, disability, age, or genetics.



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## Requisition: Project Program Specialist

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[Williams, Lonnie](#)

## ▼ Requisition Information:

# of openings: **1**Position #: **A00395**Classification Title: **Project Program Specialist**Working Title: **Director of Multicultural Center**Grade: **3000**Department: **Multicultural Coordinator**Department Contact Phone: **870-972-2093**Location: **ASU-Jonesboro**

Is this an A-State Online or Remote Position?:

Proposed Salary Range: **Commensurate with Experience**Shift Pay: **No**Anticipated Start Date: **08/16/2022**Replacement for: **new**Reason for Opening: **New Position**

Employee Name:

Funding: **Budgeted**Budget Page/Line: **new**

If Other enter FOAP:

Type of Employment: **Staff**Employment Status: **Full time (29-40 Hrs)**EEO Job Class: **30 - Other professionals**EEO Position Group: **003D - Instl Support Prof**FLSA: **Exempt**Posting Length: **30 days**

If Other Enter # of Days:

Filled date: **8/30/22**Closing: **7/15/22**Opened Date: **6/15/22**Status: **Filled**



### ✓ Approvals:

Requisition Approvers: [1] [Winn, Lori](#) Status: **Approved**  
[2] [A-State, Diversity](#) Status: **Approved**  
[3] [A-State, Budget](#) Status: **Approved**  
[4] [A-State, Coordinator](#)

Offer Approvers: [1] [A-State, Budget](#)  
[2] [A-State, HR](#)

### ✓ JobTarget OneClick

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Post this requisition over to JobTarget. From there, you may post to your Contract Job Boards or use the JobTarget Marketplace to find the best places to post. Access nearly 25,000 job boards and get the best advertising rates on the Internet with nearly 5000 exclusive job board discounts.

[Post Job](#)

#### Job Posting Activity:

This job requisition has not been posted to any job sites.

Job Board	Ordered date	Expired date	Status	Views	Visits	Apps	Action
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### ✓ Search Committee Members

Member Name 1: <b>Ana Sorio</b>	Member Race 1: <b>Hispanic or Latino</b>
Member Name 2: <b>Tiffany Mosley</b>	Member Race 2: <b>Black or African American (not Hispanic or Latino)</b>
Member Name 3: <b>Evette Allen Moore</b>	Member Race 3: <b>Black or African American (not Hispanic or Latino)</b>
Member Name 4: <b>Allen Coleman</b>	Member Race 4: <b>Black or African American (not Hispanic or Latino)</b>
Member Name 5: <b>Sarah Kindig</b>	Member Race 5: <b>White (not Hispanic or Latino)</b>

### ✓ Requisition Posters:

Posted To: Not currently posted.

### ✓ Position Description

Position Summary: The director of the Multicultural Center reports to the vice chancellor for Diversity, Inclusion and Community Engagement. The director provides oversight and direction to the Multicultural Center's mentoring programs, Non-Traditional Students, and guidance to underrepresented populations' student organizations

The position assists in the creation and promotion of a wide range of services and programs while fostering an increased awareness on campus as to the educational challenges and needs of underrepresented student populations to aid in increasing retention and graduation rates

This role will be both a resource and advocate on campus for students from underrepresented populations, while inviting the entire campus community into conversation to raise our collective awareness and ability to thrive in a multicultural community

**Duties & Responsibilities:**

- Supervisor Responsibilities
  - Supervise 2 full-time staff (these individuals supervise a graduate assistant, part-time worker, interns, and work study students)
  - Hire, train, and supervise staff
  - Provide strategic oversight for the multicultural center (strategic plan, MC growth, marketing plan, etc.)
  - Hire, train, supervise and evaluate full-time staff, graduate assistants, multicultural Ambassadors, student interns and student workers
  - Develop office hours schedule for multicultural ambassadors
- Program Planning
  - Plan and develop programs that contribute to the success of underrepresented student populations
- Multicultural Leadership & Education § Work with and advise multicultural student organizations (COT, B2B, BSA, GSA, wtc.)
  - Design and implement educational outreach programs, in collaboration with other offices (i.e. astate connection)
  - Design and present trainings for multicultural ambassadors, peer educators, campus departments, and community constituents
  - Oversee MC peer education programs
  - Serve as a resource for diversity related intervention and policy development on campus
- Administrative Duties § Strategic plan oversight
  - Submit monthly reports detailing MC events
  - Oversee the MC budget (allocation, reconciliation, reports)
- Campus and Community Partnerships
  - Maintain campus and community partnerships and collaborations
  - Serve on committees addressing the needs of multicultural students (campus climate committee, CARE team-student behavioral intervention)

**General Days/Hours:** Monday - Friday  
8:00 a.m. - 5:00 p.m.  
Additional hours as requested and/or needed  
Regular and reliable attendance

**Other:** Please note: all position postings close at 12:00 A.M. CST on the position closing date

**Knowledge/Skills/Ability:**

- Ability to make independent decisions considering input from appropriate sources, and accept feedback positively
- Must be self-motivated, creative, customer-service focused, and detail-oriented
- Superior active listening, verbal and written communication, and interpersonal skills
- Demonstrated ability to work and stay organized in a fast-paced, multi-tasking environment
- Demonstrated ability to plan, organize, and successfully complete projects and events
- Ability to work flexible hours which may include nights, weekends, and holidays

Demonstrated work experience working with underrepresented populations

**Minimum Qualifications:** An earned Master's Degree in counseling, college student personnel or related field

Three (3) years of work experience in higher education with underrepresented populations

**▼ Recruitment Information**

Sources:

Other Sources: The Chronicle of Higher Education

FOAP for advertising: **110000-160003-611100-1500**

Budget for advertising: **\$900.00**

Comments:

**▼ Tracking:**

Added to system: **6/15/22 3:46 PM**Last updated: **8/30/22 2:51 PM**ID: **29463**[Edit](#)[Send To](#)[Forms](#)[Printable View](#)[More](#) **Accounts** [Attach Account](#) | [New Account](#)

No accounts have been associated with this requisition.

**Contacts** [Attach Contact](#) | [New Contact](#)

No contacts created

**Tasks** [New Task](#)

No Tasks available

**Questions & Ranking** [Attach Question](#) | [Attach Bundles](#) | [Edit Ranking Template](#) | [View Ranking Criteria](#)

No questions added

**Comments** [New Comment](#)

Last Updated	User	Comment	Action
6/15/22 4:17 PM	<a href="#">A-State, Budget</a>	Requisition approved by A-State, Budget:	<a href="#">Edit</a>
6/15/22 4:16 PM	<a href="#">A-State, Diversity</a>	Requisition approved by A-State, Diversity:	<a href="#">Edit</a>
6/15/22 3:51 PM	<a href="#">A-State, Coordinator</a>	Requisition approved by A-State, Coordinator on behalf of Winn, Lori: Approved via Hiring Freeze on 05/25/2022	<a href="#">Edit</a>

**Attachments** [Add Attachment](#)

Date/Time	User	Attachment	Type	Description	Action
8/29/22 1:34 PM	<a href="#">A-State, Coordinator</a>		User Attachments	A00395 and A00684 salary increases email.pdf	<a href="#">View</a>
6/15/22 3:49 PM	<a href="#">A-State, Coordinator</a>		User Attachments	A00395.pdf	<a href="#">View</a>

**History Log** [Printable View](#)



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Requisition Template: Project Program Specialist

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### ▼ Requisition Template Information

# of openings: **1**Position #: **A00406**Classification Title: **Project Program Specialist**Working Title: **Director of Community Engagement and Outreach**Grade: **3000**Department: **VC for Diversity-Commty Engagement**Department Contact Phone: **870-972-3880**Proposed Salary Range: **Update**Shift Pay: **No**Anticipated Start Date: **Update**Location: **ASU-Jonesboro**

Is this an A-State Online or Remote Position?:

Employment Status: **Full time (29-40 Hrs)**

Replacement for:

Reason for Opening: **Resign**

Employee Name:

Funding: **Budgeted**Budget Page/Line: **Update**

If Other enter FOAP:

Type of Employment: **Staff**Posting Length: **10 days**

If Other Enter # of Days:

Posting Location: **External Site**EEO Position Group: **003D - Instl Support Prof**EEO Job Class: **30 - Other professionals**FLSA: **Exempt**Status: **Waiting For Approval**

### ▼ Owners, Approvers and Agencies:

Requisition Owners: [A-State, Budget](#)[Williams, Lonnie](#)



Requisition Approvers: [1] [Winn, Lori](#) Status: **Pending**  
[2] [A-State, Diversity](#) Status: **Pending**  
[3] [A-State, Budget](#) Status: **Pending**  
[4] [A-State, Coordinator](#) Status: **Pending**

Offer Approvers: [1] [A-State, Budget](#)  
[2] [A-State, HR](#)

#### Tracking

Added to system: **9/27/15 7:05 PM**

Last updated: **5/8/23 12:12 PM**

#### Requisition Posters:

Posted To: Not currently posted.

#### Position Description

**Position Summary:** The Director of Community Engagement and Outreach reports to the Vice Chancellor for Diversity, Inclusion, and Community Engagement, and is to provide leadership in developing an infrastructure for institution-wide community engagement and outreach. This individual is responsible for helping to develop new programs and enhance effective existing programs, by identifying and securing additional resources and eliminating duplication and inefficiencies across the campus. The Director of Community Engagement and Outreach will also assist in advancing the strategic direction of the Division of Diversity, Inclusion, and Community Engagement.

**Duties & Responsibilities:**

- Assist the Vice Chancellor for Diversity, Inclusion, and Community Engagement in developing a campus wide vision for Community Engagement
- Provide leadership and planning in developing strategies to support the wide range of existing and new projects and initiatives in community engagement
- Coordinate external and internal sponsorships and collaboration requests
- Build, foster, and formalize local, regional, and state community partnerships
- Work with Institutional Advancement to secure private donors and foundations in support of community engagement work
- Establish and track key performance indicators for existing programs to raise the profile of the university's efforts in this area
- Facilitate the maintenance and assessment of community engagement opportunities for students, faculty, and staff
- Work with academic units to create a platform to highlight faculty community engagement and make recommendations to incentivize this work
- Develop pathways for students to transition from volunteer service to academic service-learning to community engagement work related to chosen field of study
- Develop and maintain an institutional database to track community engagement activities across campus and external communities
- Serve as the liaison to the Strong-Turner Alumni Chapter of the A State Alumni Association and build relationships with other diverse alumni
- Assist the VCDICE in creating and reviewing policies, procedures, and guidelines related to community engagement
- Represent the VCDICE within campus and the surrounding communities and region
- Oversee community engagement program assessment, strategic planning, and evaluation
- Conduct research and analysis; produce reports and correspondence, and issue briefings on findings
- Represent the Division of Diversity, Inclusion, and Community Engagement on various university and community committees
- Perform administrative assignments and special projects as directed by the VCDICE
- Perform additional projects and other duties as assigned by the VCDICE
- AmeriCorps Grant for Community Engagement Project, ASU Neighborhood Red Wolves Mentoring Program for Junior and Senior High School Students, assist with processing paperwork,



- requisitions, payroll, time keeping, budget management, and working with Office of Research Accounting in keeping files, records, and payroll documents
- Other duties as assigned

General Days/Hours: Monday - Friday  
8:00 a.m. - 5:00 p.m.  
Additional hours as requested and/or needed  
Regular and reliable attendance

Other: Please note: all position postings close at 12:00 A.M. CST on the position closing date

Knowledge/Skills/Ability: Skills in Microsoft Office programs would prove beneficial

Minimum Qualifications: An earned Bachelor's Degree in a related field

#### ▼ Recruitment Information

Sources:

Other Sources:

FOAP for advertising:

Budget for advertising:

Comments:

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#### ▼ Questions & Ranking [Attach Question](#) | [Attach Bundles](#) | [Edit Ranking Template](#) | [View Ranking Criteria](#)

No questions added

#### ▼ Accounts [Attach Account](#) | [New Account](#)

No accounts have been associated with this requisition.

#### ▼ Contacts [Attach Contact](#) | [New Contact](#)

No contacts created

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Requisition Template: Vice Chancellor

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### ▼ Requisition Template Information

# of openings: **1**Position #: **A00480**Classification Title: **Vice Chancellor**Working Title: **Vice Chancellor for Diversity and Community Engagement**Grade: **0400**Department: **VC for Diversity-Commty Engagement**Department Contact Phone: **870-972-3454**Proposed Salary Range: **145927**Shift Pay: **No**Anticipated Start Date: **January 1, 2021**Location: **ASU-Jonesboro**

Is this an A-State Online or Remote Position?:

Employment Status: **Full time (29-40 Hrs)**Replacement for: **Dr. Maurice Gipson**Reason for Opening: **Termination**Employee Name: **Dr. Lonnie Williams**Funding: **Budgeted**Budget Page/Line: **2/1**

If Other enter FOAP:

Type of Employment: **Staff**Posting Length: **Internal Transfer Only**

If Other Enter # of Days:

Posting Location: **No Posting - Internal Use Only**EEO Position Group: **001A - Sr Mgmt**EEO Job Class: **10 - Executive/Admin and managerial**FLSA: **Exempt**Status: **Waiting For Approval**

### ▼ Owners, Approvers and Agencies:

Requisition Owners: [A-State, Budget](#)[Wyatt, Julie](#)



Shields, Todd

Requisition Approvers: [1] Winn, Lori Status: Pending  
[2] A-State, Diversity Status: Pending  
[3] A-State, Budget Status: Pending  
[4] A-State, Coordinator Status: Pending

Offer Approvers: [1] A-State, Budget  
[2] A-State, HR

#### Tracking

Added to system: 6/15/18 1:41 PM

Last updated: 8/10/23 9:09 AM

#### Active Hire Controls:

- ✓ Set Candidate Hired Date to Today's Date
- ✓ Decrement Number of openings by 1
- ✓ E-Mail Non-Hired Candidates on 0 openings
- ✓ Change Status of Non-Hired Candidates on 0 openings
- ✓ Change Status of Posting on 0 openings

#### Requisition Posters:

Posted To: Not currently posted.

#### Position Description

Position Summary: The Vice Chancellor for Diversity and Community Engagement will report directly to the Chancellor, the VC will be responsible for working collaboratively with vice chancellors, deans, assistant and associate vice chancellors, directors, faculty, staff, students, and external constituents to advance diversity and inclusion as core values of the university and central to its mission. The VC will provide overall direction and coordination of institutional diversity programs, practices, and processes

- Duties & Responsibilities:
- Evaluate institutional climate via surveys and other measurement tools to determine institutional priorities relating to diversity and inclusion
  - Plan and implement campus-wide diversity initiatives
  - Partner with Human Resources to design programs and practices aimed at ensuring fairness and consistency in recruitment, selection, development, and retention of faculty and staff
  - Work with the Multicultural Center to deliver cultural recognition and awareness programming
  - Provide strategic leadership and establish effective partnerships with faculty, staff, and student groups to address diversity and inclusion
  - Participate in University committees aimed at improving diversity and inclusion
  - Collaborate with academic units and appropriate others to improve the overall cultural competency of students
  - Monitor institutional performance of diversity-related objectives regarding the recruitment, retention, and graduation rates of underrepresented faculty, staff, and student populations
  - Represent the leadership team as appropriate at meetings and events both inside and outside the university
  - Other duties as assigned



General Days/Hours: Monday - Friday  
8:00 a.m. - 5:00 p.m.  
Additional hours as requested and/or needed  
Regular and reliable attendance

Other: The VC will work collaboratively with vice chancellors, deans, assistant and associate vice chancellors, directors, faculty, staff, students, and external constituents.

Knowledge/Skills/Ability: Demonstrated knowledge and understanding of Civil Rights legislation as it relates to employment policies and practices in higher education

Understanding of the importance of having a diverse, equitable, and inclusive environment in institutions of higher learning

Demonstrated leadership in the delivery of campus-wide initiatives to promote diversity and inclusion

Ability to work collaboratively with multiple units throughout the university in an open and transparent manner

Excellent oral and written communication skills

Strong organizational skills

Minimum Qualifications: Required Qualifications include a bachelor's degree with a preference for a master's degree in management, marketing, student development, business or a related field. A minimum of three-years of experience in leadership for a comprehensive enrollment management program, demonstrated success in developing, implementing, championing and meeting enrollment, retention and graduation goals; and supervisory experience

Preferred qualifications consist of a master's degree (or equivalent) or terminal degree in management, marketing, student development, business, or a related field; a proven ability to improve student retention at a public or private university or college; and leadership in relevant professional and community organizations

#### ▼ Recruitment Information

Sources:

Other Sources:

FOAP for advertising:

Budget for advertising:

Comments:

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#### ▼ Questions & Ranking [Attach Question](#) | [Attach Bundles](#) | [Edit Ranking Template](#) | [View Ranking Criteria](#)

No questions added

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Requisition Template: Project Program Specialist

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### ▼ Requisition Template Information

# of openings: **1**Position #: **A00520**Classification Title: **Project Program Specialist**Working Title: **Director of Beck Pride Center**

Grade:

Department: **The Beck Center for Veterans**Department Contact Phone: **870-972-2624**Proposed Salary Range: **PLEASE UPDATE**Shift Pay: **No**Anticipated Start Date: **PLEASE UPDATE**Location: **ASU-Jonesboro**

Is this an A-State Online or Remote Position?:

Employment Status: **Full time (29-40 Hrs)**

Replacement for:

Reason for Opening: **Termination**

Employee Name:

Funding: **Other**Budget Page/Line: **PLEASE UPDATE**

If Other enter FOAP:

Type of Employment: **Staff**Posting Length: **10 days**

If Other Enter # of Days:

Posting Location: **External Site**EEO Position Group: **003D - Instl Support Prof**EEO Job Class: **30 - Other professionals**FLSA: **Exempt**Status: **Waiting For Approval**

### ▼ Owners, Approvers and Agencies:

Requisition Owners: [A-State, Budget](#)[A-State Sponsored, Programs](#)

[Murphy, Susan](#)

Requisition Approvers: [1] [Winn, Lori](#) Status: **Pending**  
[2] [A-State, Diversity](#) Status: **Pending**  
[3] [A-State Sponsored, Programs](#) Status: **Pending**  
[4] [Gordon, Scott](#) Status: **Pending**  
[5] [A-State, Provost](#) Status: **Pending**  
[6] [A-State, Budget](#) Status: **Pending**  
[7] [A-State, Coordinator](#) Status: **Pending**

Offer Approvers: [1] [A-State Sponsored, Programs](#)  
[2] [Gordon, Scott](#)  
[3] [A-State, Provost](#)  
[4] [A-State, Budget](#)  
[5] [A-State, HR](#)

#### Tracking

Added to system: **11/10/20 11:26 AM**

Last updated: **7/13/22 8:10 AM**

#### Requisition Posters:

Posted To: Not currently posted.

#### Position Description

Position Summary: The Director of the Beck Pride Center oversees all full time and part time staff. Interview clients of the Beck PRIDE Ctr, Assess psychosocial histories, facilitate area community resources to soldiers and families, provide social services resource information to PRIDE Ctr staff and as requested to community and veterans services agencies, research agency resources available for the military community, other duties as assigned.

Duties & Responsibilities: Interview clients of the Beck PRIDE Ctr; Provides client assessments, psychosocial histories; Facilitate area community resources to soldiers and families; Provide social services resource information to PRIDE Ctr staff and as requested to community and veterans services agencies; Research agency resources available for the military community; Other duties as assigned.

General Days/Hours: Monday - Friday  
8:00 a.m. - 5:00 p.m.  
Additional hours as requested and/or needed  
Regular and reliable attendance

Occasional work other than normal office hours and occasional in and out of state travel may be required.

Other: Please note: all position postings close at 12:00 A.M. CST on the position closing date

Knowledge/Skills/Ability: Assessment; problem solving micro, mezzo, macro; ability to work in teams; the ability to develop policies and procedures; knowledge of community resources; ability to accurately link people to available services; community presentations; evaluation skills in the area of client goal setting; knowledge of working with populations that are faced with discrimination.

Minimum Qualifications: BSW or related area.  
Previous case management experience.

#### Recruitment Information

Sources:

Other Sources:

FOAP for advertising:

Budget for advertising:

Comments:

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▼ **Questions & Ranking** [Attach Question](#) | [Attach Bundles](#) | [Edit Ranking Template](#) | [View Ranking Criteria](#)

No questions added

▼ **Accounts** [Attach Account](#) | [New Account](#)

No accounts have been associated with this requisition.

▼ **Contacts** [Attach Contact](#) | [New Contact](#)

No contacts created

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## Requisition Template: Education Program Coordinator

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## ▼ Requisition Template Information

# of openings: **1**Position #: **A00900**Classification Title: **Education Program Coordinator**Working Title: **Education Program Coordinator**Grade: **C119**Department: **Multicultural Coordinator**Department Contact Phone: **870-680-4052**Proposed Salary Range: **\$40,000**Shift Pay: **No**Anticipated Start Date: **January 15th, 2023**Location: **ASU-Jonesboro**Is this an A-State Online or Remote Position?: **No**Employment Status: **Full time (29-40 Hrs)**Replacement for: **new**Reason for Opening: **Termination**Employee Name: **Nora Bouzihay**Funding: **Budgeted**Budget Page/Line: **Page 3/Line 4**

If Other enter FOAP:

Type of Employment: **Staff**Posting Length: **10 days**

If Other Enter # of Days:

Posting Location: **Both Sites**EEO Position Group: **004B - Instl Support Paraprof**EEO Job Class: **40 - Technical and paraprofessional**FLSA: **Exempt**Status: **Waiting For Approval**

## ▼ Owners, Approvers and Agencies:

Requisition Owners: [A-State, Budget](#)[Williams, Lonnie](#)



Everett, Adrian

Requisition Approvers: [1] [Winn, Lori](#) Status: **Pending**  
[2] [Williams, Lonnie](#) Status: **Pending**  
[3] [A-State, Budget](#) Status: **Pending**  
[4] [A-State, Coordinator](#) Status: **Pending**

Offer Approvers: [1] [Williams, Lonnie](#)  
[2] [A-State, Budget](#)  
[3] [A-State, HR](#)

### Tracking

Added to system: **9/27/15 9:58 AM**

Last updated: **7/11/23 12:42 PM**

### Requisition Posters:

Posted To: Not currently posted.

### Position Description

Position Summary: The Education Program Coordinator is responsible for managing, training, and coordinating the activities of volunteers for various educational programs. This position is governed by state and federal laws and institution policy.

- Duties & Responsibilities:
- Coordinate, in conjunction with office staff, racial/ethnic/education programming as needed, including Native American Heritage month, Hispanic Heritage month, Black History month, etc
  - Coordinate, in conjunction with office staff, women and gender programs
  - Coordinate, in conjunction with office staff, non-traditional student programs
  - Train student leaders on program planning strategies
  - Lead event marketing for the center (daily digest, campus calendar, student app, social media flyers, Multicultural Center website)
  - Coordinate the annual A-State Connection event
  - recruit, hire, train and advise multicultural ambassadors and multicultural student organizations
  - Coordinate diversity trainings as needed
  - Coordinate office assessment projects
  - Meet weekly with student programmers
  - Submit monthly reports of the center activities to supervisor
  - Other duties as assigned

General Days/Hours: Monday - Friday  
9:00 a.m. - 6:00 p.m.  
Additional hours as requested and/or needed  
Regular and reliable attendance

Other: Please note: all position postings close at 12:00 A.M. CST on the position closing date

Knowledge/Skills/Ability: Knowledge of training course development, needs assessment, and course planning. Knowledge of instructional techniques. Knowledge of the principles and practices of journalism. Knowledge of supervisory practices and techniques. Knowledge of educational principles and learning concepts.



Ability to develop and present training programs. Ability to write educational articles for publication. Ability to plan, organize, and oversee the work of subordinates. Ability to compile information and write reports.

Minimum Qualifications: The formal education equivalent of an earned Bachelor's Degree

Other job related education and/or experience may be substituted for all or part of these basic requirements, except for certification or licensure requirements, upon approval of the qualifications review committee

### Recruitment Information

Sources: **Goodwill (Free), Indeed.com (Free)**

Other Sources:

FOAP for advertising:

Budget for advertising:

Comments:

[Edit](#)[Create Requisition](#)[New Template](#)[Clone](#)[More](#)

### Questions & Ranking [Attach Question](#) | [Attach Bundles](#) | [Edit Ranking Template](#) | [View Ranking Criteria](#)

Order	Created By	Category	Type	Question	Req Max Score	Required	Active	Action
1	<a href="#">A-State, Coordinator</a>	Classified Positions - No College Degree Required	Picklist	Do you possess a Bachelor's Degree as requested for this position?		✓	✓	<a href="#">Remove</a>
2	<a href="#">Privett, Amy</a>	Classified Positions - No College Degree Required	Picklist	Do you possess the equivalent of a High School Diploma?		✓	✓	<a href="#">Remove</a>
3	<a href="#">Winn, Lori</a>	Position	Text Field	How many relevant years of work experience do you possess?		✓	✓	<a href="#">Remove</a>

### Accounts [Attach Account](#) | [New Account](#)

No accounts have been associated with this requisition.

### Contacts [Attach Contact](#) | [New Contact](#)

No contacts created

### History Log [Printable View](#)

## DEI Policies

Department Name.

1. If DEI policies are eliminated at the University, will your department lose accreditation under current rules or your next accreditation cycle? If yes, please specify the accreditor, provide the specific accreditation language requiring DEI policies.
2. Are accreditors requiring, Diversity, Equity, and Inclusion (DEI) policies as part of the current accreditation cycle, or during the next accreditation cycle. If yes, please specify the accreditor, provide the language requiring this, and the programs, departments or colleges impacted.

## College of Agriculture

1. If DEI policies are eliminated at the University, will your department lose accreditation under current rules or your next accreditation cycle? If yes, please specify the accreditor, provide the specific accreditation language requiring DEI policies.

RESPONSE: No

2. Are accreditors requiring, Diversity, Equity, and Inclusion policies as part of the current accreditation cycle, or during the next accreditation cycle. If yes, please specify the accreditor, provide the language requiring this, and the programs, departments or colleges impacted.

RESPONSE: No, but in our most recent visit for the college, March 2023 reviewers of our self-study do ask about DEI initiatives.

## Neil Griffin College of Business

AACSB (the Association to Advance Collegiate Schools of Business) does not require DEI policies. However, they do include DEI throughout the standards and ask for diversity, equity, and inclusion information related to the philosophy and guiding principles of AACSB accreditation, strategic planning (societal impact), and learner progression. The current AACSB Accreditation Standards and Interpretive Guidance. These documents can also be found online at <https://www.aacsb.edu/educators/accreditation/business-accreditation/aacsbbusiness-accreditation-standards>

### Introduction to AACSB Accreditation

AACSB's mission is to foster engagement, accelerate innovation, and amplify impact in business education. The mission informs AACSB accreditation standards for business schools. AACSB strives to continuously improve engagement among business, faculty, institutions, and learners, so that business education is aligned with business practice. To fulfill this goal, AACSB will encourage and accelerate innovation to continuously improve business education. As a result, business education will have a positive impact on business and society, and AACSB will amplify that impact. In achieving its mission and vision, **AACSB emphasizes and models the values of quality, diversity and inclusion, a global mindset, ethics, social responsibility, and community.** (AACSB 2020 *Guiding Principles and Standards for Business Accreditation*, updated July 1, 2023, page 7)

### Philosophy of AACSB Accreditation

AACSB remains deeply committed to diversity and inclusion in collegiate business education. These values of diversity and inclusion foster the exploration of differences in a safe and supportive environment, where community members move beyond tolerance of differences to seeking and celebrating the rich dimensions of diversity and the contributions these differences make to innovative, engaged, and impactful business experiences. When business schools unlock access, reduce barriers, and intentionally create strategies to engage disadvantaged or underrepresented populations, they create an environment of success and enhance excellence. (AACSB 2020 *Guiding Principles and Standards for Business Accreditation*, updated July 1, 2023, page 9)

AACSB acknowledges and values the diversity among its membership, but it also recognizes that all of its accredited members share a common purpose—preparing learners for meaningful professional, societal, and personal lives. Effective business education and research can be achieved with different balances of academic and professional engagement; however, quality business education cannot be achieved when either academic or professional engagement is absent, or when they do not intersect in meaningful ways. Accreditation should encourage an appropriate intersection of academic and professional engagement that is consistent with quality in the context of a school's mission. (*AACSB 2020 Guiding Principles and Standards for Business Accreditation*, updated July 1, 2023, page 10)

## **Guiding Principles and Expectations for Accredited Schools**

**9. Diversity and Inclusion.** Diversity in people and ideas enhances the educational experience and encourages excellence in every business education program. At the same time, diversity is a culturally-embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues. (*AACSB 2020 Guiding Principles and Standards for Business Accreditation*, updated July 1, 2023, page 18)

## **STANDARD 1: STRATEGIC PLANNING**

### **1.4 Societal Impact**

The school's strategic plan clearly identifies the strategies, including the allocation of human and financial capital, through which it will make a positive impact on society, the practice of business, the **diversity of people and ideas**, and the success of graduates. (*AACSB 2020 Guiding Principles and Standards for Business Accreditation*, updated July 1, 2023, page 25)

### **1.4 Societal Impact**

Include within the strategic plan how the school will allocate both human and financial capital to support the school's aspiration to make a positive contribution to society.

**Describe how the mission positively impacts society, business education, the diversity of people and ideas, and the success of graduates.** (*AACSB 2020 Guiding Principles and Standards for Business Accreditation*, updated July 1, 2023, page 26)

Document the school's financial management plan for recruiting, retaining, and developing appropriately qualified faculty and professional staff. Include documentation describing hiring practices, development, and evaluation systems for faculty that support diversity and inclusion considerations and ensure high-quality outcomes relative to mission and strategies. (*AACSB 2020 Guiding Principles and Standards for Business Accreditation*, updated July 1, 2023, page 29)

## **STANDARD 6: LEARNER PROGRESSION**

Schools provide relevant and timely public disclosure data documenting overall academic program quality. This information should be available on the accredited unit's website, where it is clearly displayed and distinguishable from university amalgamated data. Disclosures are not prescriptive but are informed by the school's mission, strategies, and expected outcomes, and may include post-graduate learner success outcomes, admission data, retention and time-to-degree data, **diversity and inclusion advances, particular program emphases, student learning outcomes, rankings data, experiential learning opportunities, meaningful societal impact, or other mission-specific outcomes.** (*AACSB 2020 Guiding Principles and Standards for Business Accreditation*, updated July 1, 2023, page 52)

## College of Education & Behavioral Science

These standards apply to any program that leads to licensure. At the initial level that would include elementary education, middle level and BSE special education in COEBS. It also includes secondary education (grades 7-12) and K-12 licenses. Those include one in COEBS: physical education. It also includes colleges outside the COEBS but within the Educator Preparation Program unit. Those include: Agriculture education; English education; general science with emphasis in biology, chemistry and physics; mathematics education; and social studies/history education. The K-12 programs outside COEBS includes: art education, music education (including instrumental and vocal), and world languages.

The advanced programs are all in COEBS. Those include: School Counseling, Reading (both MSE and Ed.S.), and all master and specialist degree programs in Educational Leadership, Curriculum and Special Education department except Master's in Theory and Practice.

The MAT programs (all housed in Teacher Education within the COEBS) has a rare classification for CAEP. MATs are graduate programs but they lead to initial licensure; therefore, they include MATs in initial CAEP standards. I included all that specificity to share the voluminous impact this would have in COEBS but also in many programs in 3 other colleges.

1. We would lose accreditation of all aforementioned programs in COEBS as well as programs in CLAC, Sciences and Mathematics and Agriculture.
2. The accreditor is Council for the Accreditation of Educator Preparation (CAEP). We are currently writing our self-study and the visit will be October 9-11, 2024.

### Elementary Education

1. Yes. The accreditor is Council for the Accreditation of Educator Preparation (CAEP). Specific language includes:
  - R1.2 Content: The provider ensures that candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations SPA process, a state review process, or an evidence review of Standard 1.
  - R1.3 Instructional Practice: The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure that candidates' model and apply national or state approved technology standards to engage and improve learning for all students.
  - R2.2 Clinical Educators: Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.
  - R2.3 Clinical Experiences: The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.
2. Yes. The accreditor is Council for the Accreditation of Educator Preparation (CAEP). We are currently writing our self-study and the visit will be October 9-11, 2024.

### Middle Level Education

1. Yes. The accreditor is the Association for Middle Level Education. Specific language includes:
  - Component 2.b. Implications of Young Adolescent Development for Responsive Learning Environments: Middle level teacher candidates use their comprehensive knowledge of young adolescent development to create healthy, respectful, safe, inclusive, equitable, supportive, and technologically rich and challenging learning environments for all young adolescents, including those whose languages, identities, and cultures differ from their own or others. Candidates establish relationships with young adolescents in order to understand the uniqueness of each adolescent, especially as it concerns the pervasive role of technology.

Component 2.c. Implications of Diversity for Young Adolescent Development: Middle level teacher candidates demonstrate their knowledge that diversity has implications for the development of young adolescents. They are responsive to young adolescents' individual experiences and identities (e.g., race, ethnicity, religion, language/dialect, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They successfully model middle level practices that affirm the diversity of all young adolescents.

Component 3.d. Interdisciplinary Nature of Knowledge and Skills: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing challenging, exploratory, integrative, and diverse curriculum. They model and develop in young adolescents the skills needed for success across diverse settings. These skills include such things as written and oral communication, collaboration, critical thinking, creativity, cultural competence, problem solving, resiliency, digital literacy, information literacy, and citizenship.

Component 4.b. Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective, developmentally and culturally responsive, equitable, and antiracist teaching, learning, and assessment strategies. They do this in ways that encourage cognitive exploration, creativity, and relevant digital literacy and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).

Component 5.c. Engaging with Family and Community Members: Middle level teacher candidates value family and community members as assets. They understand the ways diverse structures and cultural backgrounds influence and enrich learning (e.g., race, ethnicity, religion, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They enact practices and participate in activities that build positive, collaborative relationships with families and community members, leveraging technological tools to enhance engagement.

2. Yes. The accreditor is the Association for Middle Level Education and the program was last reviewed March 9, 2023.

## Reading MSE and EdS

1. Yes. The accreditor is the International Literacy Association. Specific language includes:
  - a. 4: Diversity and Equity: Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
2. Yes. The accreditor is the International Literacy Association and the program is recognized until 8/1/2025 at which time the program will undergo review.

## Department of Psychology and Counseling

The department of Psychology and Counseling is comprised of two undergraduate programs (B.S. Psychology—traditional delivery and B.A. Psychology—virtual delivery) and four graduate programs (M.S. Psychology, M.S.E. School Counseling, Ed.S. School Psychology, and an Ed.S. in Clinical Mental Health Counseling). Of the programs that we offer, three are accredited: School Psychology (NASP), Clinical Mental Health Counseling (CACREP) and School Counseling (CAEP). The remaining programs operate according to best practices and professional ethical codes.

## Accredited Programs with DEI Requirements

### Clinical Mental Health Counseling

The Ed.S. in Clinical Mental Health Counseling is one of the few programs accredited by the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)** in the area. It is a 60-credit hour program with curriculum that is regulated by the Arkansas Board of Examiners in Counseling (the licensing entity for the state), CACREP and the National Board of Certified Counselors. Our program also offers a Play Therapy program that allows students to graduate with a certificate in this specialization.

The primary mission of the CMHC program is to prepare students to become culturally competent counselors with a strong professional identity to lead through service and advocacy. It is our aim that our graduates are also fully prepared to effectively work with diverse populations in various settings, including, but not limited to community and social service agencies, school-based settings, and private practices.

### **School Counseling**

This program is accredited by the **Council for the Accreditation of Educator Preparation (CAEP)**. The mission of the MSE School Counseling Program is to educate, train, raise awareness, and prepare graduate students to create and maintain strong professional identities to become impactful and transformational P-12 school counselors. Graduates from the MSE School Counseling Program gain the specialized knowledge and qualifications needed to support P-12 students academically, behaviorally, socially, emotionally, and vocationally. It is the program's vision to produce School Counselors that have developed the expertise to become a culturally responsive, data driven, and analytical professionals.

Students will also gain skills in the following areas: (a) diagnostic criteria, (b) family systems, (c) consultation, (d) career and college readiness, (e) research and assessment and other critical areas instrumental for students' holistic development and prepare to practice in P-12 public or private schools nationwide. Part of students' training includes working in the schools as a practicum and internship student. During this phase of their development, they are working directly with students as a clinician and are obligated by the American School Counseling Association's Code of Ethics (2021) to not only consider but integrate all aspects of their clients' identities.

### **School Psychology**

The Ed.S. Degree in Psychology and Counseling with an emphasis on School Psychology prepares students for careers as School Psychologists. It is accredited by the **National Association of School Psychologists (NASP)**. These professionals work with parents, teachers, students, educators, and others to best meet the educational and mental health needs of children. Students who complete the program are eligible to take the Praxis II School Psychology Specialty Examination in order to become licensed as School Psychology Specialists with the Arkansas Department of Education and licensed as School Psychologists in other states. Many also seek licensed School Psychologists to provide specialized services in the schools.

### **Significance of DEI in Accreditation Policies and Standards**

If diversity, equity, and inclusion policies are eliminated at Arkansas State University that would significantly impact, and possibly terminate, accreditation for the three programs discussed above: School Counseling, Clinical Mental Health Counseling and School Counseling. Accreditation would be likely eliminated and, therefore, severely hamper the ability for program graduates to obtain the licensure necessary to practice or gain employment. Diversity, equity, and inclusion requirements exist throughout the current standards required by CACREP, NASP and CAEP. This is not expected to change in the next accreditation cycle for any of these organizations. For more detail, please see the appendices outlining specific DEI standards, ethical codes, and professional protocols.

### **College of Engineering and Computer Science**

**Engineering – Jonesboro campus (BSCE, BSEE, BSME)** Engineering department (Civil, Electrical, and Mechanical)

1. If DEI policies are eliminated by the University, we would not lose accreditation under current rules or the next accreditation cycle. Accrediting agency: ABET ([www.abet.org](http://www.abet.org)), EAC

2. ABET has a plan in place to implement DEI concepts into their criteria for accreditation reviews in the 2025/26 accreditation cycle. Our next accreditation review will be in the 2024/25 accreditation cycle. Based on this timing, we have the option to participate in a pilot study that includes DEI criteria in our 2024/25 review. According to ABET (<https://www.abet.org/about-abet/diversity-equity-and-inclusion/>), they are reexamining their original plan for full implementation of DEI criteria and expect a decision to be made by November 2023. As stated on their website, “Meanwhile, to avoid potential conflicts with recent legislation and to ensure we are not placing any institution at legal risk, we are reexamining our original plan for full implementation of the DEI criteria.”

#### **Computer Science (BA, BS)**

1. Program isn’t currently accredited but plans to seek accreditation (tentatively) during the 2025/26 or 2026/27 cycle. Accrediting agency: ABET ([www.abet.org](http://www.abet.org)), CAC
2. ABET has a plan in place to implement DEI concepts into their criteria for accreditation reviews in the 2025/26 accreditation cycle. Our next accreditation review will be in the 2024/25 accreditation cycle. Based on this timing, we have the option to participate in a pilot study that includes DEI criteria in our 2024/25 review. According to ABET (<https://www.abet.org/about-abet/diversity-equity-and-inclusion/>), they are reexamining their original plan for full implementation of DEI criteria and expect a decision to be made by November 2023. As stated on their website, “Meanwhile, to avoid potential conflicts with recent legislation and to ensure we are not placing any institution at legal risk, we are reexamining our original plan for full implementation of the DEI criteria.”

#### **All Other Undergraduate Programs – Jonesboro campus (Construction Management, Data Science and Data Analytics, Engineering Management Systems, Engineering Technology, Land Surveying and Geomatics)**

1. Accreditation isn’t linked to DEI policies for the other various accrediting agencies through which accreditation will be sought for these programs.
2. No plans are evident to include or mandate DEI policies in future accreditation actions.

#### **Engineering - Queretaro campus (Computer Systems Engineering, Electrical Systems Engineering, Industrial Systems Engineering, Mechanical Systems Engineering)**

1. Programs aren’t currently accredited but plan to seek accreditation (tentatively) during the 2025/26 or 2026/27 cycle. Accrediting agency: ABET ([www.abet.org](http://www.abet.org)), EAC
2. ABET has a plan in place to implement DEI concepts into their criteria for accreditation reviews in the 2025/26 accreditation cycle. Our next accreditation review will be in the 2024/25 accreditation cycle. Based on this timing, we have the option to participate in a pilot study that includes DEI criteria in our 2024/25 review. According to ABET (<https://www.abet.org/about-abet/diversity-equity-and-inclusion/>), they are reexamining their original plan for full implementation of DEI criteria and expect a decision to be made by November 2023. As stated on their website, “Meanwhile, to avoid potential conflicts with recent legislation and to ensure we are not placing any institution at legal risk, we are reexamining our original plan for full implementation of the DEI criteria.”

### **College of Liberal Arts and Communication**

#### **Music Department**

1. If DEI policies are eliminated at the University, will your department lose accreditation under current rules or your next accreditation cycle? If yes, please specify the accreditor, provide the specific accreditation language requiring DEI policies.

Consulted with the published requirements of the National Association of Schools of Music (NASM) and have verified the following information with NASM staff.

The National Association of Schools of Music requires each institution to create, design, implement, promulgate, and apply policies and procedures that align with its stated mission, goals, and objectives, and enable it to successfully carry out its mission. As with all standards found in the NASM Handbook, NASM does not prescribe what an institution should do or how it should comply with applicable standards. All institutions are bound to adhere to standards that apply at all times. NASM verifies compliance through required comprehensive reviews, annual reports, of which there are four, new curricula applications, and substantive change submissions.

NASM speaks to the importance of diversity throughout its Handbook, as examples in its Charter, "To establish and maintain threshold standards for the education of musicians, while encouraging both diversity and excellence"; In its Bylaws, "Address the needs of the membership, recognizing the diversity as well as the common basic purposes of all member institutions"; In its Rules of Practice and Procedure, "To encourage the diversity of American education and allow institutions to achieve their particular objectives and goals"; and in its Standards, "NASM affirms its special commitment to those principles of voluntary accreditation that encourage diversity among institutions and respect for operational integrity within institutions" and "Multiple faculty involved in any specific area of specialization should represent a diversity of background and experience in their field of expertise."

As evidenced by its approach, NASM respects the independence and autonomy of each accredited institutional member, and the right and responsibility of each to advance its own policies.

In the case of state universities, NASM understands that institutions are bound to attend to state laws and regulations, and at the same time, to NASM's standards and guidelines.

Should the institution have policies in place at any given time and choose to modify those policies such that any change is substantial in nature, the institution would be required to inform NASM of the substantive change.

With regard to the above, it is important to remember that NASM does not prescribe or require a particular methodology, rather, it requires that the institution put in place protocols that support current and anticipated initiatives.

Should Arkansas State University eliminate a particular policy, it is suggested that representatives communicate with NASM staff to ascertain whether an application for substantive change would be required. Specifically, and in regard to current institutional DEI policies, NASM would not summarily discontinue an institution's accredited status.

2. Are accreditors requiring Diversity, Equity, and Inclusion (DEI) policies as part of the current accreditation cycle, or during the next accreditation cycle. If yes, please specify the accreditor, provide the language requiring this, and the programs, departments or colleges impacted. NASM does require its institutions to consider diversity as an aspect of its operations. Please see the quotations offered above from the NASM Handbook.

### **Art + Design Department**

1. Our department will not lose accreditation if DEI policies are eliminated. We have to provide information about the gender and race of our faculty in our annual HEADS report, but there are no criteria in that regard for accreditation.

### **Heritage Studies**

1. The Heritage Studies Ph.D. Program has no outside accrediting organization and thus no DEI policies under such an organization.

### **History Department**

#### **BSE Social Science Program**

1. The following is a list of standards the BSE program must meet to ensure accreditation through both the National Council for the Social Studies and the Council for Accreditation of Educator Preparation. The consequences for not meeting these standards are mentioned throughout this report and in the conclusion.

#### **SPA Accreditation through the National Council for the Social Studies**

Standard One of NCSS Accreditation "requires that social studies teacher education candidates be knowledgeable about social studies content and are able to place this knowledge within the context of the various forms of disciplinary inquiry inherent in social studies disciplines." The assessments as evidence of this standard include

national Praxis Exams which contain questions about African American History, Women's History, diverse histories throughout American History. Additionally, the behavioral science components of the exam contain questions related to diversity and social stratification.

Without adequately preparing our students for DEI content questions, we leave them vulnerable to failing licensure exams.

If 80% of our program completers over three years do not pass this exam, we will lose NCSS accreditation.

Standard Four of Social Studies Learners and Learning: *"Candidates use **knowledge of learners to plan and implement relevant and responsive pedagogy**, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an **inclusive and equitable society**."*

As made clear, culturally responsive pedagogy is an important component for NCSS Accreditation. Our graduates must illustrate that they can engage with diverse students-broadly defined. The foundation of cultural responsive pedagogy is knowledge of varying perspectives in social studies, use of diverse voices, and the implementation of a variety of assessments that acknowledge reading and language differences among the students.

Without adequately preparing our students to engage in culturally responsive pedagogy, we will lose accreditation under Standard Four of the NCSS standards.

Standard Five of Professional Accountability and Informed Action: *"Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities."* As indicated, standard five of the NCSS standards are committed to social justice and promotion of human rights through direct and active action. Therefore, our program must ensure our graduates are aware of social justice issues in a national and global context. Central to these are: racism, sexism, and other injustices.

Failing to prepare our students for this, ensures students will not pass the program assessments for these standards and our program will lose NCSS accreditation.

**(Special Note:** The state competencies for social studies programs are aligned with NCSS standards. Thus, failing to prepare students in these ways would also mean not meeting state social studies competencies.)

### **Accreditation through the Council for the Accreditation of Educator Preparation**

Standard R 1.2: *"the provider ensures that candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing **equitable and inclusive learning experiences** (InTASC Standard 5) **for diverse P-12 students**."*

As noted by the bold words, equitable, inclusive, and diverse are central to meeting this standard for accreditation. Failure to prepare students for equitable, include, and diverse teaching means loss of CAEP accreditation across the EPP.

Standard R 2.3: *"The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, **diversity**, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on **diverse P-12 students' learning and development** as presented in Standard R1."*

The clinical experiences of our interns in the BSE program must utilize and encompass student experiences with diverse students and the ability for our students to have a positive impact on diverse learners.

Failure to acknowledge diversity in our clinical experiences means failure to meet this CAEP standard and potential loss of CAEP accreditation across the EPP.

## **2. Conclusion**

The standards mentioned here are both previous assessment cycle requirements AND upcoming assessment cycle and accreditation requirements.

Failure to prepare our students with diverse content knowledge, knowledge of diversity and diverse learners, and culturally responsive pedagogy means the loss of accreditation of the BSE Social Science program through the National Council for the Social Studies and CAEP accreditation in the broader EPP.

This is a link that will take you directly to the NCSS Standards for Accreditation:

[https://www.socialstudies.org/sites/default/files/media/2017/Nov/ncss\\_teacher\\_standards\\_2017-rev9-6-17.pdf](https://www.socialstudies.org/sites/default/files/media/2017/Nov/ncss_teacher_standards_2017-rev9-6-17.pdf)

## **School of Media & Journalism**

The Journalism program was recently accredited, but it was cut by ADHE. Since a program restructuring may take place this year where journalism is an emphasis, it might retain its accreditation. I haven't been in touch with ACEJMC yet because I am waiting on the school to make decisions about the curriculum.

1. The Accrediting Council on Education in Journalism and Mass Communication has a standard on Diversity and Inclusiveness.
  - a. The description of the standard is the following: The unit demonstrates it has a diverse and inclusive program that embodies domestic and global diversity and that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, ability and sexual orientation.
  - b. The standard includes an indicator of having a written diversity plan that has been implemented and discussed annually.
  - c. Programs found in non-compliance on this standard can be recommended for reaccreditation, but often are placed on provisional reaccreditation and have two years to address the deficiencies.
  - d. The standards can be found here: <http://www.acejmc.org/policies-process/nine-standards/>
2. These standards are part of the current accrediting standards.

## **Political Science**

MPA Program accredited by NASPAA

1. Yes. We were heavily scrutinized in the last round for not having concrete department, college, and university plans.

The plans we submitted were deemed as insufficient.

- NASPAA Standard 3.2: Faculty Diversity: The program will promote equity, diversity, and a climate of inclusiveness through its recruitment, retention, and support of faculty members.
- NASPAA Standard 4.4: Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, retention efforts, and student support services.
- In our approval letter in response to us telling them we were unable to create and/or post formal updated diversity plans (per Dean Cates at that time): In the upcoming Annual Accreditation Maintenance Report due November 1, 2023, the Commission requests that the program provide additional information on the "Action at the State level," which has "halted any further progress on the University and College level DEI plans." The Commission seeks to understand the context in which the program is operating and be able to better evaluate and support the program in its advancement of DEI initiatives. COPRA would like to know more about why and how the "action at the state level" and/or any change in University policy prevents adherence to the need

for a DEI plan and other associated requirements of these standards.

2. Both our current (just awarded) and future (2029) accreditation cycles require this. Since we were deemed as lacking because of our plan(s), the MPA Program/POSC/CLAC will be continually monitored on a yearly basis. At the same time NASPAA seems to recognize the challenges of our (and other states') current climate and have this in their [Standards FAQ](#), for example:

My state/country does not allow information on diversity to be collected – how does this impact my accreditation? As with Standard 3.2, COPRA is sensitive to the legal contexts in which programs operate. If a program cannot legally collect, and provide, certain data points, the program should articulate its context for the Commission. With the case of diversity, the program should describe for the program how it ensures a climate of inclusiveness, regardless of its ability to track data.

### **Sociology & Criminology**

1. If DEI policies are eliminated at the University, will your department lose accreditation under current rules or your next accreditation cycle? **No.**
2. Are accreditors requiring, Diversity, Equity, and Inclusion (DEI) policies as part of the current accreditation cycle, or during the next accreditation cycle. **No.**

### **Theatre**

Verified the answers to the survey with Nora Hamme, Assistant Director for Accreditation and Research of the National Association of Schools of Theatre.

1. If DEI policies are eliminated at the University, will your department lose accreditation under current rules or your next accreditation cycle? **No.**
2. Are accreditors requiring, Diversity, Equity, and Inclusion (DEI) policies as part of the current accreditation cycle, or during the next accreditation cycle. **No.**

## **College of Nursing & Health Professions**

### **Athletic Training (M.A.T.)**

1. If DEI policies are eliminated at the University, will your department lose accreditation under current rules or your next accreditation cycle? If yes, please specify the accreditor, provide the specific accreditation language requiring DEI policies. **No.** Our accreditation standards speak to the program and do not require a larger university or college DEI policy or any DEI department.
2. Are accreditors requiring, Diversity, Equity, and Inclusion (DEI) policies as part of the current accreditation cycle, or during the next accreditation cycle. If yes, please specify the accreditor, provide the language requiring this, and the programs, departments or colleges impacted.  
**Yes.** Our accreditor Commission for Accreditation of Athletic Training Education (CAATE) does have two DEI standards. These standards relate to how our program demonstrates DEI in development and delivery and how to treat patients respective of their diverse population. Our accreditation standards only impact the master of athletic training program.

## ▼ DEI2. Standard DEI 2: New Standard

### Description

Practice **cultural competency**, foster **cultural humility**, and demonstrate respect in client/patient care. This includes (but is not limited to) the following:

- Using contemporary nomenclature of various **identities**.
- Analyzing the impact of group identification, including the intersectionality of multiple identities, on health disparities, patient care, and patient outcomes.
- Analyzing the impact of marginalization on health disparities, patient care, and patient outcomes.
- Developing strategies that minimize the impact of clinician-based bias, prejudice, and privilege on patient interactions.
- Devising patient-centered interventions to diverse populations that account for the healthcare delivery system.

How to address this Standard:

- Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Uploads:

- Assessment tool(s) used to determine student level of performance, if applicable.

## ▼ DEI1. Standard DEI 1: New Standard

### Description

The program demonstrates systematic diversity, equity, inclusion and social justice efforts in its development, design and delivery.

Annotation: Programs advance diversity, equity, inclusion, and social justice through a variety of efforts. These can include (but are not limited to) the following: social justice; incorporating diversity, equity, inclusion and social justice across the program curriculum; recruiting and retaining diverse faculty, students, and preceptors; improving faculty and preceptors understanding and integration of diversity, equity, inclusion, and social justice; implementing policies that support a climate of equity and inclusion, free of harassment and discrimination; community engagements and/or scholarly endeavors (opportunities) that are reflective of diversity, equity, inclusion, and social justice; and gathering program data that informs the programs diversity, equity, inclusion, and social justice efforts. Sources may include, but are not limited to, demographic reports, retention reports, equity analysis, climate data, participation in DEI activities, competency development, program evaluations, and interviews/focus group data.

How to address this Standard:

- Describe the current efforts (e.g. institutional, school, department, and program) in advancing diversity, equity, inclusion, and social justice within program development, design and delivery.
- Identify the sources of institutional and program data used to inform diversity, equity, inclusion and social justice efforts.

Uploads:

- Provide the relevant program data and analysis that informs the program's diversity, equity, inclusion, and social justice efforts.

## **Clinical Laboratory Sciences**

1. No, I do not believe we would lose accreditation if DEI policies are eliminated. The only language in our standards even remotely related is:  
Standard V. Operational Policies Fair Practices  
A. Student recruitment & admission must be non-discriminatory in accordance with existing governmental regulations and those of the sponsor.  
B. Faculty recruitment & employment practices must be non-discriminatory in accordance with existing governmental regulations and those of the sponsor.  
Our accrediting body is NAACLS: National Accrediting Agency for Clinical Laboratory Sciences. [www.naaccls.org](http://www.naaccls.org)
2. No, please see #1

## **Emergency Management and Occupational Health**

### **Disaster Preparedness and Emergency Management Program (BS and MS in DPEM)**

CAEMHSE – Council for the Accreditation of Emergency Management & Homeland Security Programs

1. If DEI policies are eliminated at the University, will your department lose accreditation under current rules or your next accreditation cycle? If yes, please specify the accreditor, provide the specific accreditation language requiring DEI policies. On the surface NO – Potential to lose accreditation if enough learning outcomes are not met as a whole for the programs. DEI is incorporated into several learning outcomes/standards for the programs. Language below.
2. Are accreditors requiring, Diversity, Equity, and Inclusion (DEI) policies as part of the current accreditation cycle, or during the next accreditation cycle. If yes, please specify the accreditor, provide the language requiring this, and the programs, departments or colleges impacted.

#### **BS Student Learning Outcomes**

*SLO 1/7. Respect:* Actualizes honoring of individuals and groups of people by promoting dignity, diversity, and the rights of others; recognizes and respects the weight of their own actions as they work in communities.

*SLO 3/3. Building adaptive capacity:* Cultivates and models an environment of inclusion and diversity. Values and gives voice to differences toward achieving collective pre-disaster capability building and disaster risk reduction goals.

#### **BS Standards**

SLO 3.2.1. Social, cultural, and economic dimensions relevant to emergency management

#### **MS Student Learning Outcomes**

5.7 An understanding of not just the U.S. perspective, but the global perspective covering the diversity of policies and practices within the international and multi-cultural communities

#### **MS Standards**

5.7\* An understanding of not just the U.S. perspective, but the global perspective covering the diversity of policies and practices within the international and multi-cultural communities

### **Occupational and Environmental Safety and Health Program (BS in OESH)**

ABET - Accreditation Board for Engineering and Technology, Inc. (OESH is a new program, ABET is identified as the potential outside accreditor for this program.)

1. If DEI policies are eliminated at the University, will your department lose accreditation under current rules or your next accreditation cycle? If yes, please specify the accreditor, provide the specific accreditation language requiring DEI policies. ABET (OESH Program) – Not currently accredited – future accredited body. This accrediting body is watching legislation. Currently will not impact since program is not accredited. COULD impact when we are in a position to seek accreditation from ABET. Language below.
2. Are accreditors requiring, Diversity, Equity, and Inclusion (DEI) policies as part of the current accreditation cycle, or during the next accreditation cycle. If yes, please specify the accreditor, provide the language requiring this, and the programs, departments or colleges impacted.

**\*ABET's Statement on Implementing DEI Concepts into Program Criteria:**

Over the course of the past several years, we have developed accreditation criteria and processes for ensuring Diversity, Equity and Inclusion (DEI) is part of each student's educational experience.

ABET remains committed to the basic principles of advancing diversity, equity, inclusion and accessibility:

We believe that understanding, embracing and prioritizing inclusion, diversity and equity in higher education is critical to competitiveness, innovation, and our global pursuit of a more sustainable world.

We believe that all components of modern society should recognize human equity as a fundamental human right. We must begin working collectively through STEM education to build a fair and better system that does not discriminate.

Consistent with all aspects of our accreditation process, we respect all aspects of an academic institution's mission.

Only together can we achieve real change by supporting our goal as an organization.

However, several state legislatures have recently proposed or passed laws restricting or prohibiting accrediting organizations from including DEI as part of the accreditation process. Although ABET's criteria are not directly impacted by the current laws passed we are aware of the stress this has created and the potential for our criteria to be impacted by future legislation.

Despite this recent activity, we remain fully committed to advancing our DEI goals for higher education. As an organization focused on "making the world a better place," ABET believes that we can only address the many complex challenges facing our society through a welcoming, diverse and inclusive environment.

Our original plan was to implement DEI concepts into our criteria for academic programs undergoing reviews in the 2024-25 accreditation cycle (Computing Accreditation Commission (CAC)) and the 2025-26 cycle (Engineering Accreditation Commission (EAC)) in addition to current language in our Engineering Technology Accreditation Commission (ETAC) criteria. In preparation, we are conducting a "pilot" study of accreditation reviews that include DEI criteria in both the 2023-24 and the 2024-25 cycle. Forty institutions (185 programs) from six countries volunteered to participate in this study being conducted by the EAC. Participation in this pilot study is optional, and data gathered from the DEI portion of the reviews will be used for informational purposes only, and not as the basis of any accreditation decisions for these programs. (Additionally, any institution may exit the DEI elements of this pilot at any point during or prior to these reviews.) We will continue to learn from these efforts while demonstrating our unwavering and unambiguous commitment to diversity, equity and inclusion (DEI) within ABET, its activities, its volunteer base, staff, operations and its accredited programs. Our approach, the standards we set and the quality we guarantee, inspires confidence in those who aim to build a better world — one that is safer, more efficient, more inclusive and more sustainable.

Meanwhile, to avoid potential conflicts with recent legislation and to ensure we are not placing any institution at legal risk, we are reexamining our original plan for full implementation of the DEI criteria. We expect a decision to be made by November 2023.

**Emergency Medical Services Program (Certificate in EMT, Certificate in Paramedic, and AAS in Paramedic) –** Currently listed by ADHE for phase out.

CAAHEP/CoAEMSP – Commission on Accreditation of Allied Health Education Programs/Council for the Accreditation of Educational Programs in the Emergency Medical Services Professions

1. If DEI policies are eliminated at the University, will your department lose accreditation under current rules or your next accreditation cycle? If yes, please specify the accreditor, provide the specific accreditation language requiring DEI policies. NO – Some language related to discrimination but does not appear to affect overall accreditation. Program is listed for phase out per ADHE and potentially will not go through another accreditation cycle. Language below.
2. Are accreditors requiring, Diversity, Equity, and Inclusion (DEI) policies as part of the current accreditation cycle, or during the next accreditation cycle. If yes, please specify the accreditor, provide the language requiring this, and the programs, departments or colleges impacted.

Standard V.B. Lawful and Non-Discriminatory Practices: All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accord with federal and state statutes, rules, and regulations. There must be a faculty grievance procedure made known to all paid faculty. A program conducting educational activities in other State(s) must provide documentation to CoAEMSP that the program has successfully informed the state Office of EMS that the program has enrolled students in that state.

## **Communication Disorders**

1. Our accreditor is the Council on Academic Accreditation for Audiology and Speech-Language Pathology (CAA) 3. Please see Standard 3.4B in the standards. It states: 3.4B An effective speech-language pathology program is organized and delivered in such a manner that diversity, equity, and inclusion are reflected in the program and throughout academic and clinical education.

Requirement for Review:

- The program must provide evidence that diversity, equity, and inclusion are incorporated throughout the academic and clinical program, in theory and practice.
- The program must provide evidence that students are given opportunities to identify and acknowledge approaches to addressing culture and language that include cultural humility, cultural responsiveness, and cultural competence in service delivery.
- The program must provide evidence that students are given opportunities to identify and acknowledge the impact of both implicit and explicit bias on clinical service delivery and actively explore individual biases and how they relate to clinical services.
- The program must provide evidence that students are given opportunities to identify and acknowledge:
  - o The impact of how their own set of cultural and linguistic variables affects patients/clients/students care. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.
  - o The impact of cultural and linguistic variables of the individual served may have on delivery of effective care. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.
  - o The interaction of cultural and linguistic variables between the caregivers and the individual served. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.
  - o The social determinants of health and environmental factors for individuals served. These variables include, but are not limited to, health and healthcare, education, economic stability, social and community context, and neighborhood and built environment, and how these determinants relate to clinical services.
  - o The impact of multiple languages and ability to explore approaches to addressing bilingual/ multilingual individuals requiring services, including understanding the difference in cultural perspectives of being d/Deaf and acknowledge Deaf cultural identities.
- The program must provide evidence that students are given opportunities to recognize that cultural and linguistic diversity exists among various groups, including among d/Deaf and hard of hearing individuals, and foster the acquisition and use of all languages (verbal and nonverbal), in accordance with individual priorities and needs.

## **Department of Medical Imaging and Radiation Sciences**

Does not currently have accreditation DEI requirements.

## **Health Studies (B.S.)**

This program is not externally accredited.

**Family Nurse Practitioner, Adult Gerontology Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner**  
Council on Accreditation (COA) requirement for the CRNA program regarding DEI. The Family Nurse Practitioner Program according to the "The National Task Force on Quality Nurse Practitioner Education." The National Task Force on Quality Nurse Practitioner Education. (NTF)

Criterion I.D. The NP Program has policies and/or initiatives or follows institutional policies and/or initiatives that support a diverse, equitable, and inclusive working and learning environment. Required Evidence: • Published DEI policy or written statement. • Strategies, activities, and resources to address DEI. • Institutional or program human resource policies supporting inclusive and diverse faculty and staff recruitment and hiring processes. Criterion I.E. The institution engages in ongoing, systematic, and focused recruitment and retention activities to achieve mission-appropriate diversity among its students, faculty, administrative staff, and other relevant members of the academic and clinical community. Required Evidence: • Policy goals and outcomes for achieving mission-appropriate DEI. • Policies, processes, and actions for recruitment and retention of

diverse faculty, administrative staff, students, preceptors, and other relevant members of the academic and clinical community. • Retention plan with measurable DEI outcomes

CRNA Program- Council on Accreditation Statement (Please see attached)

4. "Policies and procedures that are fair, equitable, and do not discriminate are defined"

### **Nursing**

Emphasizing the role of the nurse at the educational level for which students are being prepared, the curriculum incorporates contemporary concepts in all learning environments, including, but not limited to:

- a. diversity, equity, inclusion, and/or social determinants of health;
- b. evidence-based practice, research, and/or scholarship;
- c. information literacy;
- d. interprofessional collaboration and delegation; and
- e. professional identity and scope of practice.

CAPTE PT Standards for Accreditation. To be approved in October 2023 meeting of CAPTE.

#### **Standard 2:**

**The program is engaged in effective, on-going, formal, comprehensive processes for self-assessment and planning, for the purpose of program improvement including that program resources are sufficient to meet the current and projected needs of the program.**

**2B** The program promotes a culture of justice, equity, diversity, inclusivity (JEDI)\*, belonging\* and anti-racism\*.

Evidence of compliance:

Narrative:

- Describe how the program defines diversity as it relates to the program's mission and goals.
- Describe how the program's mission, goals and outcomes align with promoting a culture of JEDI, belonging and anti-racism.
- Describe and provide 2 examples of how the program incorporates JEDI, belonging and anti-racism.
- Describe the data collected, or that will be collected, to determine the extent to which the program promotes a culture of JEDI, belonging and anti-racism.
- Analyze the data collected, if available, to determine the extent to which the program promotes a culture of JEDI, belonging and anti-racism.
- Describe the program's opportunities and challenges as they relate to JEDI, belonging and anti-racism that have been identified through analysis of the data collected.

#### **Standard 4: PT**

**The program faculty are qualified for their roles and effective in carrying out their responsibilities.**

**4H** The Program Director provides effective leadership for the program including responsibility for communication, program assessment and planning, fiscal management, and faculty evaluation/professional development.

Evidence of compliance:

Narrative:

- Describe the effectiveness of the program director in promoting a culture of JEDI\*, belonging\*, and anti-racism\* as they relate to faculty, staff, students, and other stakeholders.

**Director of Clinical Education (DCE)\***

**4K**      The Director of Clinical Education

- Describe how the director of clinical education fosters a culture that supports JEDI\*, belonging\*, and anti-racism\* in the clinical environment.

### Standard 5

**The program recruits, admits, and graduates students using equitable program policies, procedures, and practices.**

- 5A** The program has written policies, procedures, and practices that are related to student recruitment and admission and are based on appropriate and equitable criteria and applicable law and meet the needs of the program.

Evidence of compliance:

Narrative:

- Describe how the recruitment and admissions policies, procedures, and/or practices for the program optimizes the ability to matriculate a student body that supports a culture of JEDI\*, belonging\*, and anti-racism\*.

- 5D** The program has written program policies, procedures, and practices that address remediation and dismissal while optimizing student success and retention. Remediation, retention, and dismissal policies, procedures, and practices are based on appropriate and equitable criteria and applicable law.

Evidence of compliance:

Narrative:

- Describe how program policies, procedures, and practices related to remediation, retention, and dismissal optimizes the program's ability to address situations related to JEDI\*, belonging\*, and anti-racism\*.

### Standard 6:

**The program has a comprehensive curriculum plan.**

- 6D** The curriculum is a series of organized, sequential and integrated courses designed to facilitate achievement of the expected student outcomes, including the expected student learning outcomes described in Standard 7.

1. The curriculum includes health care disparities, social determinants of health\*, and JEDI\*, belonging\*, and anti-racism\*

Evidence of Compliance:

Narrative:

- Describe how the curriculum provides learning opportunities regarding health care disparities, social determinants of health, and JEDI\*, belonging, and anti-racism\*.

### Standard 7

**The curriculum includes content, learning experiences, and student testing and evaluation processes designed to prepare students to achieve educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment.**

**7B** The physical therapist professional curriculum includes content and learning experiences in ethics, values, responsibilities, service, and leadership in the ever-changing health care environment.

**7B2** Provide professional development to improve service and leadership skills and abilities to advance the following

- Legislative and political advocacy
- Community collaboration
- Health care disparity mitigation
- JEDI\*, belonging\*, anti-racism\* in relation to physical therapy

**7D** The physical therapist professional curriculum includes content and learning experiences designed to prepare students to achieve educational outcomes required for entry-level practice of physical therapy for patient and client management in the **ever-changing health care environment**.

#### *Community Health*

**7D21** Provide physical therapist services informed by cultural humility\* that address primary\*, secondary\*, and tertiary\* prevention, health promotion, and wellness to individuals, groups, and communities.

**7D22** Provide learning opportunities that address JEDI\*, belonging\*, and antiracism\* that relate to health care disparities and social determinants of health\*.

### **Nutrition and Dietetics**

Our program accreditation requires that preceptors and faculty promote diversity, equity, and inclusion and are trained to recognize personal biases and microaggressions. They also require our curriculum to include specific knowledge and competencies on diversity, equity, and inclusion and recognizing personal biases and microaggressions. If faculty, students, or preceptors do not meet these requirements, we could lose our accreditation. These standards are in effect from 2022 to 2027. These accreditation standards will affect the current accreditation cycle and the next one beginning 1/1/25.

1. Accreditation for Education in Nutrition and Dietetics Education 2022 Standards: <https://www.eatrightpro.org/-/media/files/eatrightpro/acend/accreditation-standards-fees-and-policies/2022-standards-and-templates/2022-accreditation-standards-for-nutrition-and-dietetics-coordinated-programs.pdf?rev=0bb4ad46491649a5b4d189b84bbb08b2&hash=DDADD6882F64B467B5716>
2. Required Element 3.3 – Page 9
  - i. The program’s curriculum must provide learning activities to attain the breadth and depth of the required curriculum components, core knowledge and competencies. Syllabi for courses taught within the academic unit and supervised practice rotations must include the KRDNs/CRDNs that will be assessed in the course or rotation and the learning activities that facilitate achievement of the KRDNs/CRDNs.

(B) Learning activities must prepare students to implement the Nutrition Care Process with various populations and diverse cultures. – Page 14

(C) Learning activities must address and build competency in diversity, equity and inclusion. The program must ensure that students have the skills to recognize biases in self and others and embrace the diversity of the human experience. – Page 14

KRDN 2.6 - Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion. – Page 10

KRDN 2.7 - Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination. – Page 10

3. Required Element 5.2 – Page 16

i. The requirements for program faculty (faculty within the academic unit) must include:

(C) Program faculty must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.

4. Required Element 5.3 – Page 16

i. The requirements for program preceptors must include:

(C) Program preceptors must be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination.

## **Occupational Therapy**

1. Yes. We are undergoing reaccreditation in 2024-2025 for the Occupational Doctoral program under our current 2018 standards from our accrediting body - Accreditation Council for Occupational Therapy Education (ACOTE®)

2. The 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide (effective July 31, 2020) states the following for the Occupational Therapy Doctoral (OTD) program:

B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices B.1.2.

Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.

B.3.1. OT History, Philosophical Base, Theory, and Sociopolitical Climate B.3.1.

Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.

B.5.0. CONTEXT OF SERVICE DELIVERY, LEADERSHIP, AND MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

Context of service delivery includes knowledge and understanding of the various contexts, such as professional, social, cultural, political, economic, and ecological, in which occupational therapy services are provided.

B.5.1. Factors, Policy Issues, and Social Systems

Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.

B.5.2. Advocacy

Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs.

B.7.0. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy.

Professional behaviors include the ability to advocate for social responsibility and equitable services to support health equity and address social determinants of health; commit to engaging in lifelong learning; and evaluate the outcome of services, which include client engagement, judicious health care utilization, and population health.

4. The Occupational Therapy Assistant (OTA) program just went through reaccreditation last year under the 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide (effective July 31, 2020) which states for OTA programs:

**B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices**

Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).

**B.3.1. OT History, Philosophical Base, Theory, and Sociopolitical Climate**

Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.

**B.5.1. Factors, Policy Issues, and Social Systems**

Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy.

**B.5.2. Advocacy**

Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.

**B.7.0. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES** Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy.

Professional behaviors include the ability to advocate for social responsibility and equitable services to support health equity and address social determinants of health; commit to engaging in lifelong learning; and evaluate the outcome of services, which include client engagement, judicious health care utilization, and population health.

**Occupational Therapy Code of Ethics**

**Principle 1. Beneficence** - Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons.

**Principle 2. Nonmaleficence** - Occupational therapy personnel shall refrain from actions that cause harm.

**Principle 3. Autonomy** - Occupational therapy personnel shall respect the right of the person to self-determination, privacy, confidentiality, and consent.

**Principle 4. Justice** - Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services.

**Public Health**

Council on Education for Public Health (CEPH)

**H. Diversity, Inclusion, and Cultural Competence**

**H1. Diversity and Inclusion**

The program demonstrates a commitment to diversity and inclusion. Required documentation:

1) A narrative description of the ways in which the program ensures that students have skills for recognizing and adapting to cultural differences in the public health context. The description must address the following:

a) assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities

2. b) research and/or community engagement

3. c) any other relevant elements of the program  
(self-study document)

2) Supporting documents for each listed item and/or component of the description above. For each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online. (electronic resource file)

## H2. Cultural Competence

The program prepares students by developing, reviewing, and maintaining curricula and other opportunities (e.g., service learning) that address and build competency in diversity and cultural considerations.

Programs can accomplish these aims through a variety of practices including the following: incorporation of cultural competency considerations in the curriculum; recruitment/retention of faculty, staff, and students; and reflection in the types of research and/or community engagement conducted.

Required documentation:

1. 1) A narrative description of the ways in which the program ensures that students have skills for recognizing and adapting to cultural differences in the public health context. The description must address the program's curriculum. (self-study document)

2. 2) Supporting documents for each listed item and/or component of the description above. For each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online. (electronic resource file)

I have also copied a link below with the language used for the CEPH accreditation requirements.

<https://media.ceph.org/documents/2018.SBPcriteria.pdf>

## Social Work

1. If DEI is eliminated at the University then yes, the social work department would likely lose accreditation. We are accredited through CSWE Council on Social Work Education. DEI is addressed in the CSWE Educational Policy and Accreditation Standards (EPAS) and is referred to Anti-Racism, Diversity, Equity and Inclusion (ADEI). Our department is currently under the 2022 EPAS, and it should be noted that most other social work departments in the state are still under 2015 EPAS. <https://www.cswe.org/accreditation/standards/2022-epas/>

2. Yes, they are requiring it during our current accreditation cycle. CSWE –Social Work Department BSW and MSW in the College of Nursing and Health Professions. There are 9 competencies but number 2 and number 3 specifically address DEI

a. Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers: a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

b. Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not

limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers: a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

## College of Sciences & Mathematics

### Department of Biological Sciences

1. Biological Sciences does not have any accredited programs. If DEI policies are eliminated at the University, will your department lose accreditation under current rules or your next accreditation cycle? **No.**

### Chemistry

1. The undergraduate Chemistry degree programs are currently accredited by the American Chemical Society Committee on Professional Training (ACS-CPT). A report is submitted annually which has not involved any DEI related reporting. A periodic report is submitted once every approximately seven years, our next periodic report is scheduled June 2025. In January 2023 the ACS CPT guidelines were updated (see attached), and now includes Section 9: Diversity, Equity, Inclusion, and Respect (DEIR). No similar section existed in the previous version of the ACS CPT guidelines
2. A review of section 9 does indicate ACS CPT will require DEI related policies. **Thus, there is a possibility the upcoming accreditation may be impacted if DEI policies are eliminated.** The ACS CPT guidelines website: <https://www.acs.org/education/policies/acs-approval-program/guidelines.html>

### Department of Mathematics and Statistics

BSE Mathematics Program Accreditation and Standards

1. The BSE Mathematics program is accredited and nationally recognized through the National Council of Teachers of Mathematics (NCTM). There are 7 standards that the program must meet. The standards are attached. The language and standards that directly address DEI are highlighted. A further inspection of the reviewer rubrics will reveal that diversity, equity and inclusion play an important role in the teaching of mathematics ([https://www.nctm.org/uploadedFiles/Standards\\_and\\_Positions/NCTM%202020%20Reviewer%20Rubrics%20-%20Secondary.pdf](https://www.nctm.org/uploadedFiles/Standards_and_Positions/NCTM%202020%20Reviewer%20Rubrics%20-%20Secondary.pdf)).
2. In addition, the BSE Mathematics program is part of the CAEP Accreditation process for the College of Education and Behavioral Science and the Education Preparation Provider Unit. DEI is prevalent throughout the CAEP Standards (<https://caepnet.org/standards/2022-itep/introduction>) and InTASC standards ([https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)). I don't think the accreditation process for NCTM requires specific DEI policies. The DEI ideas are interwoven throughout the NCTM standards and are expected to be a part of the teacher candidates' education and preparation.  
NCTM Standards (2020) – Secondary (Initial Preparation) All programs involved in compiling and submitting program reports should take full advantage of available resources to support this process at [www.nctm.org/caep](http://www.nctm.org/caep).

## University College

### **Associate of General Studies, Bachelor of General Studies, Bachelor of Science Interdisciplinary Studies, and Bachelor of Applied Science: Organizational Supervision.**

3. If DEI policies are eliminated at the University, will your department lose accreditation under current rules or your next accreditation cycle? If yes, please specify the accreditor, provide the specific accreditation language requiring DEI policies.

Program review through ADHE. The specific requirements for this program/review are as such:

"Academic programs which are not program-specific accredited/licensed/state certified will be reviewed by external reviewers/consultants. The institution will complete a comprehensive self-study that is reviewed by the program consultants. Components of the self-study will include, but not be limited to, information related to:

- program need/demand,
- curriculum,
- faculty,
- resources,
- course delivery methods,
- student outcomes, and
- recent/planned program improvements

Institutions will select a minimum of two out-of-state reviewers affiliated with programs that are similar in mission and scope to the program under review. At least one consultant is required to conduct a site visit and meet with program faculty, students, and administrators. The consultants' written evaluation and institutional response will be sent electronically to ADHE within six weeks of receipt of the written evaluation."

Conferred with SSS program through the federally funded TRIO program and nothing in the grant directly ties to DEI for awarding/continuation of funds.