

**2023 EQUAL
EMPLOYMENT
OPPORTUNITY REPORT
STATE AGENCIES**

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

Department / Agency / Institution Name: House of Representatives

Contact Name: Sherri Stacks

Contact Phone: 501-682-7771

Contact Email: sherri.stacks@arkansashouse.org

Date of Submission: June 21, 2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	5	1	6	24%
Hispanic		1	1	4%
White/Not Hispanic	12	6	18	72%
Total	17	8	25	100%

D. EQUAL EMPLOYMENT OPPORTUNITY

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

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

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

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

Department / Agency / Institution Name: 0005 Arkansas Senate

Contact Name: Ann Cornwell/Tamara Lewis

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

Contact Email: tamara.lewis@senate.ar.gov

Date of Submission: June 16, 2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	4	1	5	38%
Hispanic				%
White/Not Hispanic	6	3	9	62%
Total	10	4	14	100%

Arkansas Legislative Audit
Equal Employment Opportunity in Hiring
June 30, 2023

Arkansas Legislative Audit (ALA) does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or political affiliation in employment. To provide equal employment opportunity in hiring, ALA provides an employment application template on its website, which can be completed by anyone from across the state. The application is located at <https://www.arklegaudit.gov/employment>. ALA recruits future college graduates, that will have 120 credit hours and be eligible to sit for the CPA exam, by attending “meet the firm” events sponsored by colleges, universities, and professional organizations across the state; many of these events include higher education institutions with significant minority student populations.

**Arkansas Legislative Audit
 Equal Employment Hiring Program
 Gender and Ethnic Makeup
 as of June 30, 2023**

Ethnic Origin	Female Employees	Male Employees	Total Employees	Percentage
American Indian/Alaskan		1	1	0.37%
Asian or Pacific Islander		1	1	0.37%
Black/Not Hispanic origin	12	3	15	5.51%
Hispanic		2	2	0.74%
White/Not Hispanic origin	142	111	253	93.01%
Total	154	118	272	



STATE OF ARKANSAS
BUREAU OF
LEGISLATIVE RESEARCH

Marty Garrity, Director
Kevin Anderson, Assistant Director
for Fiscal Services
Matthew Miller, Assistant Director
for Legal Services
Jessica Whittaker, Assistant Director
for Research Services
Eric Sanders, Assistant Director
for Information Technology Services

August 24, 2023

Dear Mr. Robinson,

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

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

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

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

The advertising of employment opportunities to the public has been through the Department of Transformation and Shared Services state jobs website. The hiring of temporary session employees is another avenue that the Bureau utilizes to recruit potential employees.

Sincerely,

A handwritten signature in blue ink, appearing to read "Marty Garrity".

Marty Garrity
Director

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

Department / Agency / Institution Name: Bureau of Legislative Research

Contact Name: Andrea L. Barksdale

Contact Phone: 501-537-9176

Contact Email: barksdalea@blr.arkansas.gov

Date of Submission: 8/24/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	3	0	3	2.42%
Black/Not Hispanic	20	3	23	18.55%
Hispanic	3	2	5	4.03%
White/Not Hispanic	59	34	93	75%
Total	85	39	124	100%



Anne Solomon
Chief Staff Attorney

State of Arkansas
COURT OF APPEALS
Justice Building
625 Marshall
Little Rock, Arkansas 72201

(501) 682-7465
Fax: (501) 682-7974
email: anne.solomon@arcourts.gov

August 4, 2023

TO: Tony Robinson, Personnel Administrator
State of Arkansas, Bureau of Legislative Research

RE: Reporting requirements of Ark. Code Ann. § 21-3-101

Dear Mr. Robinson:

The Arkansas Court of Appeals has received the Bureau of Legislative Research's request to complete Equal Employment Hiring Program reporting in accordance with Arkansas Code Annotated section 21-3-101. This statute requires every constitutional officer as defined in Arkansas Constitution, Amendment 56, § 1 to adopt an equal employment hiring program and report its efforts to the Legislative Council. Amendment 56, § 1 in turn lists the state agencies that comprise the Executive Department of government: Governor, Lieutenant Governor, Secretary of State, Treasurer of State, Auditor of State, Attorney General, and Commissioner of State Lands.

Because the Arkansas Court of Appeals is part of the Judicial Branch and is not included in the executive agencies defined by Amendment 56, we have determined that Arkansas Code Annotated section 21-3-101 does not apply to the Court. Therefore, the Court of Appeals respectfully declines to submit the reports envisioned by the statute.

Best regards,

A handwritten signature in black ink that reads "Anne Solomon".

Anne Solomon

OFFICE OF THE PROSECUTOR COORDINATOR PERSONNEL POLICY

The Office of the Prosecutor Coordinator (PCO) was created under Act 925 of 1975. The Prosecution Coordination Commission (PCC), a seven-member board chosen by all elected prosecuting attorneys, sets the overall policy of the Coordinator's office. The mission statement for PCO is to *improve the criminal justice system by promoting professionalism in the offices of Arkansas Prosecuting Attorneys and Victim Service Providers through education, information, liaison, and advocacy*. The Office provides a broad range of technical assistance and support services for prosecuting attorneys, their deputies, and crime victim service providers. The Prosecutor Coordinator's Office "houses" the Arkansas Prosecuting Attorneys Association (APAA), a private, nonprofit organization for elected prosecutors, their deputies, and associate members.

EQUAL EMPLOYMENT OPPORTUNITY

The PCO and PCC are equal opportunity employers providing equal employment opportunities without regard to race, color, gender, creed, religion, age, genetic information, national origin, disability or other biases prohibited by State or Federal law. This commitment is supported by practical good faith efforts to implement and maintain a policy and practice of employing minority group members, women, and members of other protected classes, on a non-discriminatory basis. This policy and practice relate to all phases of employment, including, but not limited to recruiting, hiring, placement, promotion, transfer, layoff, recall, termination, rates of pay or other forms of compensation, training, use of facilities and participation in PCO/PCC-sponsored employee activities and programs. The PCO and PCC desire to employ individuals who are dependable, sincerely interested in serving the agency mission, and who can handle agency matters in a professional manner. PCO and PCC will comply with the non-discrimination provision of all applicable State and Federal regulations and all personnel actions will be carried out on a non-discriminatory basis. The following types of discrimination are prohibited by law: age, disability, equal pay/compensation, genetic information, harassment, national origin, pregnancy, race/color, religion, retaliation, sex, and sexual harassment. (See Equal Employment Hiring Policy)

CHAIN OF COMMAND

It is the duty of all staff members to keep the person in charge informed about office issues and projects. It is the duty of the person in charge to notify the Prosecutor Coordinator of all developments. It is the Prosecutor Coordinator's responsibility to communicate with the legislature; therefore, *staff members may not contact legislators without prior approval of the Prosecutor Coordinator*.

Contacts with the Governor's Office shall not be made without prior approval of the Prosecutor Coordinator; however, staff attorneys may contact the Governor's office concerning extradition matters without prior approval of the Prosecutor Coordinator. Incoming call from the Governor's Office shall be reported to the Prosecutor Coordinator or Deputy Prosecutor Coordinator/Attorney Supervisor.

WORKING HOURS

All State administrative offices will be open for business from 8:00 a.m. until 5:00 p.m. The normal workday for full-time employees working in an administrative office shall consist of 8 hours.

HOLIDAYS

The following days are the official holidays applicable to State Government in Arkansas:

<u>HOLIDAY</u>	<u>OBSERVED</u>
1. New Years Day	January 1
2. Dr. Martin Luther King, Jr.'s	the third Monday in January
3. Presidents Day/Daisy Gatson Bates Day	The third Monday in February
4. Memorial Day	The last Monday in May
5. Independence Day	July 4
6. Labor Day	The first Monday in September
7. Veterans Day	November 11
8. Thanksgiving Day	The fourth Thursday in November
9. Christmas Eve	December 24
10. Christmas Day	December 25
11. Employee's Birthday	The employee is granted one holiday to observe his/her birthday.

ELIGIBILITY FOR HOLIDAY PAY AND/OR EQUIVALENT TIME:

1. **Holiday Pay:** To be eligible for holiday pay, the employee must be in pay status at least one (1) hour the last scheduled workday before the holiday, and at least one (1) hour the first scheduled workday after the holiday.
2. **Holiday During Leave:** When a holiday falls while an employee is on annual or sick leave, that day is charged as a holiday and will not be charged against the employee's annual or sick leave.
3. **Holiday During Day Off:** When a holiday falls on an employee's regularly scheduled day off, the employee will be given equivalent time off. The following provisions apply to employees who cannot take holidays as scheduled.
 - a. Employees must work on holidays when the needs of the agency require it. The Prosecutor Coordinator will determine the need.
 - b. Days off for holidays may be taken at a time approved by the employee's supervisor. Holidays will not be forfeited if unused.
 - c. Supervisors are responsible for scheduling days off in lieu of holidays for their employees. Supervisors are responsible for informing their employees of the schedule and the observation of all provisions.
4. **Holidays Falling on a Weekend:** When a holiday falls on Saturday, the holiday will be observed on the preceding Friday. Holidays falling on a Sunday will be observed on the succeeding Monday. This is true with the exception of the Birthday Holiday; a birthday occurring on Saturday or Sunday may be observed on the following Monday.

The Governor, by Executive Proclamation, may proclaim additional days when State offices shall be closed in observance of special events, or for other reasons at his discretion.

ANNUAL LEAVE

To request annual leave (vacation time), you must fill out a Leave Request in the EASE system prior to the date(s) you plan to be out for supervisor approval.

Each regular or probationary employee shall be entitled to annual leave with full pay computed on the basis of the following schedule for each complete month of service, including the probationary period. (Extra-help employees are ineligible for annual leave.)

<u>YEARS OF SERVICE</u>	<u>ACCRUAL PER MONTH</u>	<u>AMOUNT PER YEAR</u>
Through 3 years	1 day (8 hours)	12 days per year
4 through 5 years	1 day, 2 hours (10 hours)	15 days per year
6 through 12 years	1 day, 4 hours (12 hours)	18 days per year
13 through 20 years	1 day, 6 hours (14 hours)	21 days per year
Over 20 years	1 day, 7 hours (15 hours)	22 ½ days per year

Annual leave shall be cumulative, provided that no employee shall have more than thirty (30) days annual leave accumulated at the end of each calendar year. The employee may accumulate more than thirty (30) days of annual leave during the calendar year. At the end of the calendar year, annual leave accumulated in excess of thirty (30) days will be forfeited. Employee may transfer surplus of unused annual leave in excess of 30 days to the State catastrophic leave fund.

Annual leave can be taken only with the prior approval of the supervisor and will be granted at such time or times as will least interfere with the efficient operation of the division. Saturdays, Sundays, holidays, and other non-working days within a period of annual leave shall not be charged as annual leave. The minimum charge for absence on account of annual leave shall be fifteen (15) minutes. Employees may not borrow against their unearned annual leave. Annual leave will not be accrued during a calendar month which contains leave without pay (LWOP) totaling ten (10) days or more or 80 hours or more. Annual leave accrues on the last day of the month.

Employees transferring between State agencies without break in service will, at the time of transfer, retain all accumulated annual leave.

Regular, probationary, and job share employees who are working less than full time will accrue annual leave in the same proportion as time worked. Annual leave must be earned before it can be used.

Whenever an employee is separated from the agency, the unused annual leave to their credit as of their last day of work shall be liquidated by a lump sum payment, not to exceed thirty (30) working days, inclusive of holidays.

SICK LEAVE

Sick leave is used only for illness, doctor's appointments, hospitalizations, and attendance of funerals of immediate family. To request sick leave, you must fill out a Leave Request in the

EASE system prior to the date(s) you plan to be out. If you called in sick, upon return to the office you must immediately fill out a Leave Request for supervisor for approval.

Sick leave with pay will be granted to regular and probationary employees (extra help is ineligible for sick leave) when they are unable to perform their duties due to (1) sickness or (2) injury, or for (3) medical, dental, or optical treatment.

Sick leave with pay is also granted to an employee due to the death or serious illness of a member of the employee's immediate family. Immediate family shall be defined as: the father, mother, sister, brother, husband, wife, child, foster child, grandparent(s), grandchild, in-law(s), or any individual acting as a parent/guardian of the employee. In-laws are defined as father-in-law, mother-in-law, sister-in-law or brother-in-law.

Regular or probationary employees are entitled to sick leave with full-pay computed on the basis of one day for each complete month of service including the probationary period. Regular, probationary, and job share employees, working less than full-time, will receive sick pay in the same proportion as time worked. Sick leave with pay will not be granted to hourly or extra help employees.

Sick leave will be accrued at a rate of one (1) day of each completed month of service. The maximum number of sick leave days that can be carried forward at the end of December is 120 days. An employee may accrue in excess of 120 days (960) hours of sick leave during the calendar year; however, sick leave in excess of 120 days (960) hours will be lost if not used by December 31st. Sick leave accrues on the last day of the month. Unused sick leave in excess of 120 days may be transferred to the state catastrophic leave fund.

Sick leave will not be accrued during a calendar month which contains leave without pay (LWOP) totaling ten (10) days or more or 80 hours or more.

Sick leave should be requested in advance; however, if the nature of the illness makes advance notice impossible, notification must be given to the supervisor or designated alternate on the first day of absence. A request for sick leave must be submitted within two (2) days after return to work. If notification is not made in accordance with established procedures, the absence will be charged to annual leave, compensatory time, or leave without pay, at the discretion of the supervisor or his/her designee. Absence due to illness or disability will be charged against cumulative leave totals in the following order: (1) earned sick leave, (2) earned annual leave, (3) catastrophic leave, when authorized, (4) leave without pay, when authorized. Absences of 5 or more days on sick leave require a physician's note documenting the illness and releasing the employee to return to work.

Maternity leave is treated as any other leave for sickness or disability; however, the employee may elect to take unpaid leave of absence without pay without exhausting accumulated annual and sick leave. An employee may request catastrophic leave to receive paid maternity leave. If an employee is eligible for both catastrophic leave for maternity purposes and family medical leave for maternity purposes, the two shall run concurrently. The same procedures used to request sick leave apply to maternity leave requests. (Reference Leave of Absence Without Pay and Family Medical Leave sections of OPM state policy)

Effective July 1, 1999, upon retirement, sick leave accrued but not taken, will be paid as a lump sum payment. For schedule, reference Sick Leave incentive Program in the Supervisory Leave Manual.

ILLNESS

You *must* call or text Bob at (501-680-1929) as soon as you know you will not be at work due to illness; if you cannot reach Bob, call Lori at (501-240-1438). **DO NOT wait until the office opens to call.** If you do not receive a reply to a text within 30 minutes, you **must** call.

CATASTROPHIC LEAVE

Arkansas Law establishes a Catastrophic Leave Bank Program to be administered by the Office of Personnel Management (OPM). The Office of the Prosecutor Coordinator follows all policy guidelines established by OPM. The Catastrophic Leave Bank Program creates no expectation or promise of continued employment with PCO and is intended to assist eligible employees during medical emergencies.

A pool of accrued annual and sick leave voluntarily donated by employees may be approved for use by employees who meet the following eligibility conditions and requirements:

Catastrophic Illness: A medical condition of an employee, spouse, parent of the employee, or a child or foster child of the employee which may be claimed as a dependent, as certified by a physician that requires an employee's absence from duty for a prolonged period of time and which, except for the catastrophic leave program, would result in a substantial loss of income to the employee because of the exhaustion of all earned sick, annual, holiday and compensatory leave.

Prolonged Period of Time: A continuous period of time (minimum of thirty (30) working days) whereby a medical condition prevents the employee from performing the employee's duties.

Medical condition: Emergencies limited to catastrophic and debilitating medical situations, severely complicated disabilities and/or severe accidents of the employee or a qualifying family member which causes the employee to be unable to perform their job, require a prolonged period of recuperation and/or require the employee's absence from duty as documented by a physician or other individual. Disabilities resulting from elective surgery do not qualify for catastrophic leave.

INCLEMENT WEATHER

In the event of early morning severe inclement weather conditions, the Governor's Office will determine whether this inclement weather policy will be placed into effect and will announce its implementation before 6:30 a.m. if at all possible. The announcement will include the affected counties.

On days declared to be covered by the inclement weather policy, all employees should be at their workstations by 10:00 a.m. Employees arriving by 10:00 a.m. will be given credit for a full day's attendance. Employees arriving after 10:00 a.m. will be charged the full amount of time involved in the tardiness, and employees not coming to work at all will be charged a full day's absence.

When severe inclement weather occurs during office hours, the Prosecutor Coordinator will have the discretion to allow employees to leave work early for safety reasons. Decisions to allow employees to leave work early, however, should recognize the requirement to maintain designated critical personnel and assure service delivery to the citizens for full workday. Employees who were on the job, and who were allowed to leave early, will not be charged leave for that time.

RECORD KEEPING

The Administrative Analyst (fiscal officer) is responsible for record keeping, i.e., payroll, income tax withholding, insurance, retirement, and accrued annual/sick leave hours. If your address or other personal data changes, please advise the fiscal officer immediately.

PAYCHECKS

Paychecks are direct deposited every other Friday.

OFFICE SUPPLIES

Office and computer supplies are kept in the storage room. If you use the last of something, or notice a supply getting low, tell the fiscal officer, who is in charge of ordering supplies. Everyone is responsible for keeping the copy and storage rooms neat.

MAIL

Incoming-The Executive Assistant is responsible for picking up, opening and distributing mail. The mail should be picked up on Mondays morning following the weekend, and the next business day following holidays at 9:00 a.m. and again at the regular time. (Mail is usually ready for pick up by 3:00 p.m.) PCO's mailbox (750) is located on the first floor of the Tower Building. If the Executive Assistant is absent, then it is the job of the Fiscal Officer to pick up and distribute the mail.

All mail is opened before distribution, unless marked "Confidential," and distributed to the addressee, with the following exceptions:

1. Research requests go to the Deputy Prosecutor Coordinator.
2. Correspondence concerning prosecutor and/or deputy changes, i.e., address and phone changes, go to the Victim Witness Coordinator.
3. Civil Commitment correspondence goes to the Staff Attorney handling civil commitment hearings.
4. Computer magazines and correspondence go to the Information Systems Coordinator.
5. Slip opinions from the Appellate Court go to the Deputy Coordinator.

Publications (magazines, newsletters, etc.):

Out-of-state and in-state newsletters, except those listed below, go to the Prosecutor Coordinator.

Capital Cases; Criminal Law Reporter; Arkansas Advance Sheets; DWI Drinking/Driving Newsletter Case & Comments go to the Deputy Prosecutor Coordinator.

Game & Fish Regulations; Attorney General Opinions; all legal books; all legal supplements, etc.,
go to the Deputy Prosecutor Coordinator.

Outgoing- All state agencies located in Little Rock can send and receive mail via the state messenger service. To reduce postage costs, employees shall utilize this service whenever possible. The Fiscal Officer has a list of all state agencies on messenger service. Letters sent via messenger service cannot contain a post office box and must have the word “messenger” written on the face of the envelope. Messenger mail is to be placed in the designated box. A messenger courier comes by at approximately 10:00 a.m.

Mass Mail-outs- The Fiscal Officer should be notified in advance of any mass mail-outs in order to ensure that enough postage will be available.

APAA PROSECUTOR DIRECTORY

Report any changes (name, address, telephone, county, district, new deputy, etc.) regarding the Directory to the Executive Assistant.

TRAVEL

State reimbursement for meals and lodging is to be claimed within the limitations set by law. Please note that travel reimbursement is NOT a per diem and is to be claimed for actual expenses. Receipts are to be obtained and kept at the agency for audit purposes.

The only exception to exceed the maximum lodging rate will be those instances in which the hotel rate where a meeting or conference is held exceeds the maximum rate for that area prior approval for travel. No exceptions to the maximum meal rate are allowed. Tips not to exceed 15% are permitted state meals are not reimbursable without overnight lodging.

By law and/or regulations, expenses for entertainment, flowers, valet services, laundry, alcoholic beverages, cleaning, printing items or other similar services are not reimbursable. Reimbursement for phone calls will be limited to official business only and will be stated as such on the travel reimbursement form. Taxi will be limited to official business only. Car rental will be limited to official business only and will be allowed only for those occasions where it can be documented that this mode of travel is more economical than taxi, shuttle, etc.

Before you travel out of state, contact the Fiscal Officer for maximum rates in that city. Rates vary from state to state and city to city.

When privately owned motor vehicles are used for authorized travel on state business, the owner can claim reimbursement at the rate of fifty-two (.52) cents per mile.

MISCELLANEOUS OFFICE POLICIES

Employees must receive prior approval from the Coordinator before accepting appointments to committees, task forces, commissions, etc., or before joining organizations that would involve the resources of this office (supplies, time, travel expenses, etc.). Telephone usage should be limited to official business only. Any personal long-distance calls should be made by calling collect or placed on a personal calling card.

Office of Prosecutor Coordinator Policy Manual Acknowledgement

I, _____ certify that I have received a copy of the Policy Manual set forth by the Office of Prosecutor Coordinator on this date _____.

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

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

Contact Name: Cynthia Tiner

Contact Phone: 501-682-3682

Contact Email: Cynthia.tiner@arkansas.gov

Date of Submission: 6/28/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic				%
Hispanic				%
White/Not Hispanic	6	6		100%
Total	6	6		100%



Supreme Court of Arkansas

JOHN DAN KEMP
CHIEF JUSTICE

JUSTICE BUILDING
625 MARSHALL STREET
LITTLE ROCK, ARKANSAS 72201

PHONE (501) 682-6873
FAX (501) 683-4006
EMAIL john.dan.kemp@arcourts.gov

August 14, 2023

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

RE: Arkansas Code § 21-3-101 Request

Dear Mr. Robinson:

I have been made aware of your email dated July 21, 2023, concerning A.C.A. § 21-3-101 Equal Employment Hiring Program Reporting for Arkansas Legislative Council addressed to "Constitutional Officers, Department Secretaries, Agency Directors, Presidents and Chancellors." In the email, you request the annual reporting of equal-employment data pursuant to Arkansas Code Annotated section 21-3-101. While the court is firmly committed to the goals identified in that statute and to a policy of equal-employment opportunities for all, it appears that the reporting requirements of section 21-3-101 have no applicability to judicial branch agencies or officers.

Sincerely,

A handwritten signature in blue ink that reads "John Dan Kemp".

John Dan Kemp

JDK:mlf

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

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

Contact Name: Drew Evans, Chief of Staff

Contact Phone: 501-682-1275

Contact Email: drew.evans@arkansas.gov

Date of Submission: 8/22/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic				%
Hispanic	1		1	33%
White/Not Hispanic	1	1	2	67%
Total	2	1	3	100%



Equal Employment Opportunity

Applicable Arkansas Statutes:

A.C.A. § 21-3-101

Date Implemented:

January 10, 2023

I. Policy:

- A. The Office of the Lieutenant Governor is an equal opportunity employer and is committed to providing equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, pregnancy, age, disability, citizenship, national origin, genetic information, military or veteran status, or any other status or characteristic protected by law.

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

Department / Agency / Institution Name: Office of Arkansas Attorney General

Contact Name: Dawnetta Calhoun

Contact Phone: 501-682-2007

Contact Email: dawnetta.calhoun@arkansasag.gov

Date of Submission: 06/16/2023

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

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. The Office's Equal Employment Opportunity Statement was updated to match exactly the language provided in A.C.A. § 21-3-101.

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian		1	1	1.27%
Asian Pacific Islander	0	1	1	.63%
Black/Not Hispanic	21	7	28	15.19%
Hispanic	3	1	4	2.53%
White/Not Hispanic	71	58	129	80.38%
Total	95	68	163	100%

1000 Purpose and Scope of Arkansas Attorney General Office Policies

The policies of the Arkansas Attorney General's Office (AAGO) are for the internal use and management of the AAGO and are designed to provide general information and guidelines about procedures, working conditions, employee benefits, and practices affecting employment with the AAGO.

These policies are not intended to be comprehensive or to address all possible applications of, or exceptions to, the procedures, policies, benefits, and practices described.

These policies do not confer any contractual right, either expressed or implied, to remain in the AAGO's employ and do not guarantee any fixed terms and conditions of employment. An employee may be terminated at will, with or without cause, and without prior notice.

The Attorney General has discretion to determine the application, meaning, and intent of these policies as they relate to the AAGO and AAGO employees and, from time to time, may revise, supplement, or rescind these procedures, policies, practices, and benefits subject to, or as may be required by, applicable law.

Employees are expected to read, understand, and comply with these policies. Further, employees are responsible for keeping abreast of any changes to these policies and will be held to the standard of the latest policy approved and implemented by the Attorney General. Any questions should be directed to a supervisor or the Human Resources Director.

1001 Equal Employment Opportunity Policy Statement

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

1002 Non-Discrimination and Anti-Harassment Policy

The AAGO is committed to a work environment in which all individuals are treated with respect and dignity. Employees have the right to work in a professional atmosphere that prohibits discriminatory practices, including harassment and retaliation.

Harassment is unwelcome conduct that is based race, color, religion, sex, national origin, age, disability, or genetic information. Harassment becomes unlawful where 1) enduring

Dennis Milligan
Auditor of State



230 State Capitol
Little Rock, AR 72201

State of Arkansas

Equal Employment Opportunity Policy

The Auditor of State's office (AOS) does not discriminate in employment opportunities on the basis of race, color, religion, sex, nationality, age, disability, or any characteristic protected by applicable federal, state, or local law. This policy is applicable to all aspects of employment, including but not limited to job assignment, compensation, discipline, termination, and access to benefits offerings.

Employees are encouraged to address questions about this policy or discrimination in the workplace with their immediate supervisor, or the Chief of Staff. Employees may raise questions or concerns, or report matters of discrimination without fear of retaliation.

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

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

Department / Agency / Institution Name: Auditor of State

Contact Name: Kristina Duke

Contact Phone: 501.682.1023

Contact Email: Kristina.duke@auditor.ar.gov

Date of Submission: 8/30/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	2	1	3	12.00%
Hispanic				%
White/Not Hispanic	14	8	22	88.00%
Total	16	9	25	100%

*OK Kelly Paul
6-22-2023*

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

Department / Agency / Institution Name: Commissioner of State Lands/ 061

Contact Name: Becky Wright

Contact Phone: 501-683-3082

Contact Email: bwright@cosl.org

Date of Submission: 6/22/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	4	0	4	10%
Black/Not Hispanic	1	2	3	8%
Hispanic	0	1	1	3%
White/Not Hispanic	22	9	31	79%
Total	27	12	39	100%

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

Department / Agency / Institution Name: AR Secretary of State Office

Contact Name: Amy Jo Threet

Contact Phone: 501-435-3295

Contact Email: amy.threet@sos.arkansas.gov

Date of Submission: 6/27/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	0	1	1%
Asian Pacific Islander	2	2	4	2%
Black/Not Hispanic	25	21	46	29%
Hispanic	3	1	4	2%
White/Not Hispanic	43	63	106	66%
Total	74	87	161	100%

STATE OF ARKANSAS
OFFICE OF TREASURER OF STATE



POLICY AND PROCEDURE HANDBOOK
Draft with Revisions for Implementation

EFFECTIVE DATE
April 4, 2023

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I. INTRODUCTION AND ACKNOWLEDGEMENT

This handbook provides a summary of the policies and procedures for this office, responsibilities and obligations of employees, as well as the rights, privileges, and benefits to which employees are entitled. It is not intended as and should not be considered a contract of employment, either expressed or implied.

This handbook does not include all rules and regulations that apply to every situation. The Treasurer of State reserves the right to deviate from the policies stated in this handbook if determined appropriate given a particular situation or set of circumstances.

The provisions herein may be modified or eliminated at any time. If there is a conflict between versions, the latest version controls. Employees are responsible for educating themselves on the latest version of this handbook.

I, _____, acknowledge that I have been provided and
[print name]
received direction on how to access the Arkansas Treasury's Personnel Policies and Procedures Handbook. I further acknowledge that I am responsible for knowing its contents.

Signed: _____
[Signature]

Date Received: _____

II. EMPLOYMENT POLICIES

a. Personnel

All Treasury staff persons are “at-will” employees who may be retained or dismissed at the Treasurer of State’s discretion.

b. Equal Employment Opportunity

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

c. Office Hours and Attendance

Treasury office hours are from 8:30 a.m. to 4:30 p.m., Monday through Friday. Supervisors are responsible for monitoring staff schedules to ensure all office operations are covered during regular business hours. Supervisors may allow alternate work schedules outside the above prescribed hours with approval from senior management. Employees are given one-hour of aggregate break/lunch time each workday. The lunch hour should ordinarily fall between 11am and 1pm.

To maintain a productive work environment, the Treasurer of State expects employees to be reliable and punctual in reporting for work. Absenteeism and tardiness place a burden on other employees and on the office. Repeated absenteeism and/or tardiness may be grounds for termination. To maintain a properly functioning office, the Treasurer, Chief Deputy Treasurer, or Chief of Staff may grant authority to supervisors to grant alternative work schedules or adjust work schedules accordingly such that with any adjustment all employees work no less than forty hours per week. Any such authority granted to supervisors to grant permanent alternative work schedules or otherwise, must come from the Treasurer, Chief Deputy Treasurer, or Chief of Staff either verbally or in writing.

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

Department / Agency / Institution Name: Office of the Treasurer

Contact Name: Jackie Baker

Contact Phone: 501-682-5739

Contact Email: Jackie.baker@artreasury.gov

Date of Submission: 08/15/2023

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

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

EEO policy was included in hiring packet but not in the employee policy manual. We have revised our policy manual to include this language as required. Please see the attached policy revision.

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	0	0	0	0%
Black/Not Hispanic	1	1	2	8%
Hispanic	0	0	0	0%
White/Not Hispanic	15	9	24	92%
Total	16	10	26	100 %

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

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

Contact Name: Sarah Connolly

Contact Phone: 501-382-3813

Contact Email: sarah.connolly@agfc.ar.gov

Date of Submission: 7/31/23

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

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

No.

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	2	4	6	0.9%
Asian Pacific Islander	3	0	3	0.4%
Black/Not Hispanic	12	19	31	4.5%
Hispanic	1	3	4	0.6%
White/Not Hispanic	174	473	647	93.6%
Total	192	499	691	100%

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

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

PURPOSE

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

SCOPE

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

POLICY

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

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

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

HR-2-01-A. EEO COMPLIANCE OFFICER

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

HR-2-01-B. EEO NOTICE

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

D. Workshops and training sessions.

HR-2-01-C. COMPLIANCE

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

HR-2-01-D. TRAINING

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

HR-2-01-E. EEO COMPLAINT PROCEDURE

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

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

OR

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

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



ARKANSAS DEPARTMENT OF TRANSPORTATION

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

10324 Interstate 30 | P.O. Box 2261 | Little Rock, AR 72203-2261

Phone: 501.569.2000 | Voice/TTY 711 | Fax: 501.569.2400

August 1, 2023

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

Dear Mr. Robinson:

Enclosed for your review and approval is the employee count for the Arkansas Department of Transportation as of December 31, 2022, and our EEO Policy Statement and Affirmative Action Commitment.

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

Sincerely,

A handwritten signature in blue ink that reads 'Joanna P. McFadden'.

Joanna P. McFadden
Civil Rights Officer

Enclosures

c: Director
Chief of Administration

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

Department / Agency / Institution Name: Arkansas Department of Transportation

Contact Name: Joanna P. McFadden

Contact Phone: 501-569-2298

Contact Email: Joanna.McFadden@ardot.gov

Date of Submission: August 1, 2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	11	53	64	1.75%
Asian Pacific Islander	5	29	34	0.93%
Black/Not Hispanic	103	362	465	12.71%
Hispanic	15	65	80	2.19%
White/Not Hispanic	551	2432	2983	81.53%
Two or More	10	23	33	0.90%
Total	695	2964	3659	100%

*The above information reflects the full time regular employee count as of December 31, 2022

ARKANSAS DEPARTMENT OF TRANSPORTATION

LITTLE ROCK, ARKANSAS

July 5, 2023

ADMINISTRATIVE ORDER NO. 2023-03

TO: DIVISION HEADS AND DISTRICT ENGINEERS

SUBJECT: EEO POLICY STATEMENT AND AFFIRMATIVE ACTION COMMITMENT

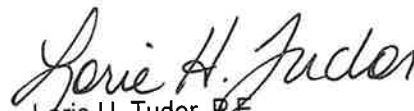
The Arkansas Department of Transportation executed a Certificate of Assurance regarding our Equal Employment Opportunity (EEO) Program and is therefore legally obligated to ensure equal employment opportunities for all persons regardless of race, color, religion, sex, national origin, age, disability,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

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

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

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

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


Lorie H. Tudor, P.E.
Director

c: Commission
Chief Engineer – Preconstruction
Chief Engineer – Operations
Chief – Administration
Assistant Chiefs
FHWA Division Administrator



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

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

Revised: March 16, 2020

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

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

The following types of discrimination are prohibited by law:

I. Age (Age Discrimination in Employment Act)

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

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

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

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

II. Disability (Americans with Disabilities Act)

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

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



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

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

Revised: March 16, 2020

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

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

III. Equal pay/compensation (Equal Pay Act)

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

IV. Genetic information (Genetic Information Nondiscrimination Act)

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

V. Harassment

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

VI. National origin (Immigration and Nationality Act)



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

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

Revised: March 16, 2020

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

VII. Pregnancy

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

VIII. Race/color

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

IX. Religion

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

X. Sex

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

XI. Sexual harassment



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

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

Revised: March 16, 2020

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

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

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

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

Retaliation

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

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

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



Department of Transformation and Shared Services
Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

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

Revised: March 16, 2020

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

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

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

Contact Name: Daniel Shults/Tena M. Arnold

Contact Phone:501-682-1013/501-682-4578

Contact Email: Daniel.Shults@arkansas.gov/tena.arnold@arkansas.gov

Date of Submission: 7-7-2023

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101. The State Board of Election Commissioners follows the EEO policy developed and adopted by the Office of Personal Management.

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	1		1	12.5%
Hispanic				%
White/Not Hispanic	3	4	7	87.5%
Total	4	4	8	100%

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

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

Contact Name: Elanore L Davis

Contact Phone: 501-682-1050

Contact Email: Elanore.davis@arkansas.gov

Date of Submission: 06/15/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	0	0	0	0%
Black/Not Hispanic	1	0	1	25%
Hispanic	0	0	0	0%
White/Not Hispanic	2	1	3	75%
Total				100%

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

Department / Agency / Institution Name: Disability Determination for SSA

Contact Name: Melissa Thomas

Contact Phone: 501-371-1610

Contact Email: Melissa.Thomas@ssa.gov

Date of Submission: June 22, 2023

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

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

No changes in FY2023.

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

The table below reflects DDSSA's gender and ethnic makeup as of 06/01/2023.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	2	3	0.57%
Asian Pacific Islander	6	3	9	1.71%
Black/Not Hispanic	137	21	158	29.92%
Hispanic	8	5	13	2.46%
White/Not Hispanic	213	132	345	65.34%
Total	365	163	528	100.00%

21-3-101. Equal Employment Hiring Program

Statute text

(a) Every state agency, board, commission, institution of higher education, and every constitutional officer as defined in Arkansas Constitution, Amendment 56, § 1, shall adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the agency, board, commission, institution of higher education, or constitutional office to a level that approximates the percentage of minorities in the state's population.

(b)(1) Every state agency, board, commission, institution of higher education, and constitutional officer shall report to the Legislative Council on June 30 of each year regarding its efforts to achieve its equal employment hiring program goal.

(2) However, the report required of any institution by § 6-63-103 may be used in lieu of the report required under this subsection and shall be filed as provided in this subsection.

Disability Determination for Social Security Administration – 0311

Disability Determination for Social Security Administration (DDSSA) uses the worldwide Arkansas Government careers website and the agency's internal website to post vacant positions that will be filled internally and/or externally, in addition to sending out an agency-wide email. On occasion, DDSSA will also use the Arkansas Democrat-Gazette and online job boards to announce positions available to external applicants.

The following hiring procedures are in place: Those applicants that meet the minimum qualifications for an advertised position are scheduled for the appropriate examination, if an examination is required. All qualified applicants are then referred to the hiring official for hiring consideration.

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

Department / Agency / Institution Name: Arkansas Public Defender Commission

Contact Name: John Mann

Contact Phone: 501-682-9070

Contact Email: John.Mann@Arkansas.gov

Date of Submission: 06/15/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	2	1	3	.8%
Asian Pacific Islander				%
Black/Not Hispanic	18	17	35	10%
Hispanic	2	3	5	1.4%
White/Not Hispanic	146	164	310	87.8%
Total	168	185	353	100%

NON-DISCRIMINATION

The Commission will, in no way, discriminate on the basis of sex, race, religion, national origin, or any other basis. Public Defenders, their investigators and support staff paid by the Commission are state employees and will receive any and all benefits of all other State employees. The Commission shall be responsible for evaluating the performance of its attorneys, investigators, and support staff as well as the performance of private attorneys assigned to represent indigent persons.

When it is determined by any court of law that any employee of this state is guilty of discrimination based upon race, creed, religion, national origin, age, sex or gender, such determination is grounds for dismissal from employment.

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

Department / Agency / Institution Name: Arkansas State Claims Commission

Contact Name: Kathryn Irby

Contact Phone: 501-682-2822

Contact Email: kathryn.irby@arkansas.gov

Date of Submission: 6/4/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	3	2		50%
Hispanic				0%
White/Not Hispanic	3	2		50%
Total				100%

ARKANSAS STATE CLAIMS COMMISSION

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



KATHRYN IRBY
DIRECTOR

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

Equal Employment Hiring Practices Policy

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

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



ARKANSAS PUBLIC EMPLOYEES RETIREMENT SYSTEM

POLICY NO. 101 – EQUAL EMPLOYMENT OPPORTUNITY(EEO)

Effective Date: 01/17/2023	Distribution: All APERS employees	
Revision Effective Date: 01/17/2023	Replaces: <ul style="list-style-type: none"> Any division policy or procedure that conflicts with this policy 	
Applicable Federal Statutes/Guidelines: <ul style="list-style-type: none"> Title VII of the Civil Rights Act of 1964 Age Discrimination in Employment Act of 1967 Americans with Disabilities Act of 1990 Equal Pay Act of 1963 Genetic Information Nondiscrimination Act of 2008 Immigration Reform and Control Act of 1986 The Pregnancy Discrimination Act of 1978 	Applicable State Statutes/Guidelines: <ul style="list-style-type: none"> A.C.A. § 21-3-101 A.C.A. §§ 21-3-201, et seq. A.C.A. § 21-12-103 A.C.A. § 16-123-107 A.C.A. § 11-5-403 Any other Arkansas law that is applicable 	
Approved By: <i>Shirley Felber</i>		Date Approved: 02/09/23

I. Purpose

The purpose of this policy is to promote and maintain equal employment of protected classes within the Arkansas Public Employees Retirement System (APERS).

II. Policy

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

- D.** Discrimination under any of the above-cited federal or state laws by any APERS employee based upon race, color, religion, national origin, age, sex, disability, genetic information, or any other factor not related to the employee's job duties and responsibilities will result in disciplinary action and is grounds for dismissal.
- E.** When it is determined by any court of law that an APERS employee is guilty of discrimination, such determination is grounds for dismissal.
- F.** APERS will comply with all federal and state law regarding equal employment, including, but not limited to:
1. **The Age Discrimination in Employment Act of 1967 (ADEA);**
Under the ADEA, it is unlawful to discriminate against persons 40 years of age or older.
 2. **The American with Disabilities Act of 1990(ADA);**
Under the ADA, it is unlawful to discriminate against a person based on disability or relationship with an individual with disabilities.
 3. **The Equal Pay Act of 1963 (EPA);**
The EPA requires that men and women in the same workplace be given equal pay for equal work. The jobs need not be identical, but they must be substantially equal.
 4. **The Genetic Information Nondiscrimination Act of 2008 (GINA);**
Under the GINA, it is unlawful to discriminate against employees or applicants because of genetic information.
 5. **The Civil Rights Act of 1964;**
Under the Civil Rights Act, it is unlawful to discriminate against a person based on their race, color, religion, sex, or sexual orientation.
 6. **The Immigration Reform and Control Act of 1986 (IRCA); and**
Under the IRCA, it is unlawful to treat a person unfavorably because they are, or are married to, a person from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not.)
 7. **The Pregnancy Discrimination Act of 1978(PDA).**
Under the PDA, it is unlawful to treat a pregnant woman different than a woman that is not pregnant, when it comes to any aspect of employment, including hiring, firing, pay, job assignment, promotion, layoff, training, fringe benefits, or any other term or condition of employment.

- G.** It is illegal to discriminate against an employee because the employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.
- H.** APERS Human Resources Section will operate as APERS EEO officer and will coordinate and maintain an EEO plan to ensure equality in all employment matters.
- I.** Supervisors and Human Resources personnel will complete all Office of Personnel Management training related to Equal Employment.
- J. Reporting Discrimination**
 - 1. Employees should contact their supervisor or APERS Human Resources section for technical questions, problems, or complaints about this policy.
 - 2. Employees who believe they have been the victim of discrimination should immediately report the incident(s) to their supervisor so that steps can be taken to protect the employee from further discrimination. When it is not reasonable for the employee to report discrimination to their immediate supervisor, the report should immediately be made to another supervisor in the employee's chain of command.
 - 3. Supervisors will document all allegations of discrimination and file a complaint.
 - 4. Discrimination complaints will be investigated pursuant to same process as the APERS Policy No. 106 - Disciplinary Policy.
 - 5. No employee will be retaliated against for filing a complaint of discrimination or for assisting, testifying, or participating in the investigation of such a complaint.
 - 6. Appeals will be handled pursuant to APERS Policy 107-Grievance Process.
- K.** Nothing in this policy prevents an employee from pursuing legal or other action outside of APERS.

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

Department / Agency / Institution Name: APERS

Contact Name: Tammy Shadwick

Contact Phone: 501-682-7820

Contact Email: tammy.shadwick@arkansas.gov

Date of Submission: 08/24/2023

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

Have any changes been made to the program or policy since your last submission? Yes

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

A new EEOC policy was written and implemented in January 2023.

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	2	2	4	6%
Black/Not Hispanic	25	3	28	43%
Hispanic	0	1	1	2%
White/Not Hispanic	19	13	32	49%
Total	46	19	65	100%

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

Department / Agency / Institution Name: Arkansas Teacher Retirement System

Contact Name: Vicky Fowler

Contact Phone: 501 682-2391

Contact Email: vickyf@artrs.gov

Date of Submission: 07/28/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	1	2	3	4%
Black/Not Hispanic	10	3	13	18%
Hispanic	1	0	1	1%
White/Not Hispanic	34	21	55	77%
Total	46	26	72	100%

Arkansas Teacher Retirement System

Policy Title: ATRS Equal Employment Opportunity Policy

Purpose

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

Persons Covered/Applicability

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

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

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

Dissemination and Implementation of Policy

Human Resources administers our EEO policy fairly and consistently by:

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

Harassment

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

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

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

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

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

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

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

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

Department / Agency / Institution Name: Public Service Commission

Contact Name: Vikki Hearn

Contact Phone: 501-682-1335

Contact Email: Vikki.Hearn@arkansas.gov

Date of Submission: July 10, 2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	1	1	2	2%
Black/Not Hispanic	22	3	25	27%
Hispanic	0	1	1	1%
White/Not Hispanic	26	38	64	70%
Total	49	43	92	100%

Equal Employment Opportunity Policy

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

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

Department / Agency / Institution Name: Arkansas PBS/ 0516

Contact Name: Jennifer Killough

Contact Phone: 501-852-2625

Contact Email: jkillough@myarkansaspbs.org

Date of Submission: 7/5/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	2	0	2	3%
Black/Not Hispanic	6	3	9	11%
Hispanic	2	1	3	4%
White/Not Hispanic	25	40	65	82%
Total	35	44	79	100%



ARKANSAS DEPARTMENT OF AGRICULTURE

EQUAL EMPLOYMENT OPPORTUNITY POLICY

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

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

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

III. IMPLEMENTATION.

A. Information Dissemination

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

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

B. Additional Employment Law Information

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

C. Implementing and Administering the EEO Program

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

D. Training

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

E. Compensation

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

F. Liaison

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

IV. MINORITY HIRING

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

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

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

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

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

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

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

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

Arkansas Department of Agriculture

Contact Name: Paula Jones

Contact Phone: 501-219-6370

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

Date of Submission: 8/18/2023

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

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

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup. **Extra-help employees are included in this report as of 6/24/2023.**

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	5	5	.7%
Asian Pacific Islander	6	5	11	1.6%
Black/Not Hispanic	21	26	47	7%
Hispanic	0	3	3	.5%
White/Not Hispanic	184	422	606	90.2%
Total	211	461	672	100%

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

Department / Agency / Institution Name: Department of Commerce/BA 0341 - Arkansas Waterways Commission

Contact Name: A. Grace Rodriguez

Contact Phone: 501 682 3513

Contact Email: andrea.rodriguez@arkansas.gov

Date of Submission: 07/06/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic				%
Hispanic				%
White/Not Hispanic	3	4	7	100%
Total	3	4	7	100%



Hugh McDonald
SECRETARY OF COMMERCE

Cassandra Caldwell
DIRECTOR,
ARKANSAS WATERWAYS
COMMISSION

EQUAL EMPLOYMENT POLICY

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices based on race, color, religion, sex, national origin, age, disability, or genetic information – TSS-OPM Policy 62.

Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principle.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act (Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.



Hugh McDonald
SECRETARY OF COMMERCE

Jerry Chism
DIRECTOR
DIVISION OF AERONAUTICS

COMMISSIONERS

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EQUAL EMPLOYMENT POLICY

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Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act (Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.

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

Department / Agency / Institution Name: Department of Commerce/ BA 0402 - Arkansas Department of Aeronautics

Contact Name: A. Grace Rodriguez

Contact Phone: 501 682 3513

Contact Email: andrea.rodriguez@arkansas.gov

Date of Submission: 07/06/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic				%
Hispanic				%
White/Not Hispanic	2	3	5	100%
Total	2	3	5	100%



Arkansas State
Bank Department



Hugh McDonald
Secretary of Commerce
Susannah Marshall
Bank Commissioner
Arkansas State Bank Department

EQUAL EMPLOYMENT POLICY

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices based on race, color, religion, sex, national origin, age, disability, or genetic information – TSS-OPM Policy 62.

Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principle.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act (Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.

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

Department / Agency / Institution Name: Commerce – State Bank Department

Contact Name: Vicki Wise

Contact Phone: 501-683-3218

Contact Email: vwise@banking.state.ar.us

Date of Submission: 6/21/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	1	1	1.37%
Asian Pacific Islander	0	3	3	4.11%
Black/Not Hispanic	3	2	5	6.85%
Hispanic	0	0	0	0%
White/Not Hispanic	16	48	64	87.67%
Total	19	54	73	100%

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

Department / Agency / Institution Name: Commerce/Securities Department

Contact Name: Sharonica Crutchfield

Contact Phone: 501.324.8685

Contact Email: Sharonica.k.Crutchfield@aekansas.gov

Date of Submission: 06/22/2023

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

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander	0	3	3	9%
Black/Not Hispanic	6	1	7	21%
Hispanic				%
White/Not Hispanic	11	12	23	70%
Total	17	16	33	100%



Arkansas Securities
Department



Department of
Commerce

EQUAL EMPLOYMENT POLICY

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices based on race, color, religion, sex, national origin, age, disability, or genetic information – TSS-OPM Policy 62.

Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principle.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act (Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.



Hugh McDonald
SECRETARY OF COMMERCE

Alan McClain
COMMISSIONER,
ARKANSAS INSURANCE
DEPARTMENT

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Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act (Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.

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

Department / Agency / Institution Name: Human Resources/AR Insurance Dept.

Contact Name: Bonita Nash

Contact Phone: 501-371-2808

Contact Email: bonita.nash@arkansas.gov

Date of Submission: August 1, 2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander	3	4	7	%
Black/Not Hispanic	31	6	37	%
Hispanic				%
White/Not Hispanic	64	52	116	%
Total	98	62	160	%

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

Department / Agency / Institution Name: ACOM/DWS/Rehabilitation Services

Contact Name: Chatuea Walker

Contact Phone: (501) 682-1497

Contact Email: chatuea.walker@arkansas.gov

Date of Submission: 08/31/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	1	1	0.3%
Asian Pacific Islander	2	0	2	0.6%
Black/Not Hispanic	124	19	143	47%
Hispanic	2	3	5	1.6%
White/Not Hispanic	112	44	156	51%
Total	240	67	307	100%

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

Department / Agency / Institution Name: Department of Commerce/ BA 0790 - Arkansas Economic Development Commission

Contact Name: A. Grace Rodriguez

Contact Phone: 501 682 3513

Contact Email: andrea.rodriguez@arkansas.gov

Date of Submission: 07/06/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander	1	2	3	4.00%
Black/Not Hispanic	5	1	6	8.00%
Hispanic	2		2	2.67%
White/Not Hispanic	26	38	64	85.33%
Total	34	41	75	100%



Hugh McDonald
SECRETARY OF COMMERCE
Clint O'Neal
EXECUTIVE DIRECTOR,
ARKANSAS ECONOMIC
DEVELOPMENT COMMISSION

EQUAL EMPLOYMENT POLICY

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Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act (Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.

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

Department / Agency / Institution Name: Division of Workforce Services

Contact Name: Lisa Thompson

Contact Phone: 501-682-3716

Contact Email: lisa.ann.thompson@arkansas.gov

Date of Submission: August 7, 2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	2	3	0.56%
Asian Pacific Islander	2	4	6	1.11%
Black/Not Hispanic	172	55	227	42.12%
Hispanic	7	4	11	2.04%
White/Not Hispanic	171	121	292	54.17%
Total	353	186	539	100%



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Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principle.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act

(Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these

obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.

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

Department / Agency / Institution Name: Department of Commerce/ BA 9902 - Shared Services and Office of Skills Development

Contact Name: A. Grace Rodriguez

Contact Phone: 501 682 3513

Contact Email: andrea.rodriguez@arkansas.gov

Date of Submission: 07/06/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander	1	1	2	4.26%
Black/Not Hispanic	5	0	5	10.63%
Hispanic	1	1	2	4.26%
White/Not Hispanic	12	26	38	80.85%
Total	19	28	47	100%

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

Department / Agency / Institution Name: Arkansas Department of Corrections

Contact Name: Jessica Dunn

Contact Phone: 870-850-8526

Contact Email: Jessica.Dunn@arkansas.gov

Date of Submission: 8/10/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	4	6	10	.2%
Asian Pacific Islander	7	8	15	.3%
Black/Not Hispanic	1527	772	2299	51%
Hispanic	26	39	65	1.5%
White/Not Hispanic	919	1202	2121	47%
Total	2483	2027	4510	100%



Arkansas Department of Education

Four Capitol Mall • Little Rock, Arkansas • 72201-1030 • (501) 682-4475 • Fax (501) 682-1079

Sarah Huckabee Sanders
Governor

Jacob Oliva
Secretary

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

Department/ Agency/ Institution Name: Arkansas Department of Education (ADE)
Business Areas: 318, 500, 510, 513, 519, 552, 590, 700, 9904

Contact Name: Clemetta Hood, HR Manager

Contact Phone: (501) 682-2744

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

Date of Submission: July 12, 2023

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	2	1	3	0.4
Asian Pacific Islander	11	6	17	2.1
Black/ Not Hispanic	135	46	181	22.1
Hispanic	20	7	27	3.3
White/Not Hispanic	408	183	591	72.1
Total	576	243	819	100%



Jacob Oliva, Secretary of Education

7/18/23

Date



Arkansas Department of Education
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Sarah Huckabee Sanders
Governor

Jacob Oliva
Secretary

Equal Employment Opportunity Statement

1.1 Equal Employment Opportunity Policy Statement

The Arkansas Department of Education (ADE) is an equal employment opportunity employer. In keeping with this, ADE shall follow the spirit and intent of all federal, state and local employment laws. The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information. Decisions regarding recruitment, hiring, promotions, demotions, job assignments, transfers, working conditions, scheduling, benefits, wage and salary administration, disciplinary action, terminations and social, educational and recreational programs, or any other term or condition of employment are based solely on the qualifications and performance of the employee or prospective employee.

Discrimination by an officer or employee basis of race, color, religion, sex, national origin, age, disability, or genetic information is grounds for dismissal. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment. If any employee or prospective employee believes they have been treated unfairly, they have the right to address their concern with their immediate Supervisor, their Assistant Commissioner, Deputy Commissioner of Education, Assistant Commissioner of Fiscal and Administrative Services, or the Human Resources Manager.

1.2 At-Will-Employer

ADE is an "at-will" employer. Nothing in this Handbook or policies and procedures establishes, constitutes, or implies an employment contract, the guarantee of employment or benefits, or employment for any specific duration. Nothing contained in ADE policies, Handbook, applications, or other documents, or the granting of any interview or the placement in a probationary status or any other administrative act, creates a contract between an individual and ADE for either employment or the provision of benefits. ADE does not guarantee continued employment for any specific period of time and employment can be terminated with or without cause and with or without notice, at any time, at the option of either ADE or the employee. Individuals hired will be required to provide proof of eligibility to work in the United States pursuant to the Immigration Reform and Control Act of 1986.

1.3 Non-Discrimination Policy

ADE prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, genetic information and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to employment and application for employment. Furthermore, ADE policy prohibits harassment of employees, i.e., racial harassment, sexual harassment and retaliation for filing complaints of discrimination.

ADE is committed to compliance with Title VII of the Civil Rights Act of 1964, Title VI of the Equal Pay Act of 1963, Executive Order 11246 (1965), the Americans with Disabilities Act of 1990, the Vietnam-era Veterans Readjustment Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, the Family and Medical Leave Act of 1993.

Violations of these policies will result in disciplinary action, up to and including discharge. Employees who feel they have been subject to discrimination, harassment or disrespect as prohibited above, should file a complaint pursuant to ADE's Dispute Resolution (Grievance Procedure).

1.4 Harassment

To define workplace anti-harassment, anti-discrimination, and no retaliation policy and outline procedures for filing complaints, investigating claims, and administering appropriate corrective action. This policy prohibits discrimination, harassment (in any form including sexual harassment), and retaliation in all

aspects of hiring and employment, including but not limited to:

- Hiring and Firing
- Compensation, assignment, or classification of employees
- Transfer, promotion, layoff, or recall
- Recruiting
- Testing
- Use of agency facilities – including restrooms, break rooms, company activities, etc.
- Benefits – including retirement plans, medical plans, leave plans, training, etc.

Harassment based on any protected category is unlawful. Harassment, discrimination and retaliation are prohibited practices and are not tolerated at ADE.

The policy of ADE is to provide an employment environment free from harassment, discrimination, and retaliation. Federal law and Arkansas law provide protection from any type of harassment or discrimination, including inappropriate conduct or comments based on age (40 and over), race, national origin, ethnicity, ancestry, religion, sex (including pregnancy and gender), gender identity, sexual orientation, disability (mental or physical), veteran or military status, or other protected categories. These categories are protected by Title VII of the Civil Rights Act of 1964 and other Federal laws. Those who engage in harassment, discrimination, or retaliation may be subject to legal consequences, including civil and criminal penalties, monetary damages, and/or disciplinary action. Any employee who believes that he or she is being discriminated against is encouraged to follow the complaint procedures outlined below.

1.5 Americans with Disabilities Act (ADA)

The [ADA Act](#) (42 U.S.C. § 12.101 et.seq.) of 1990 is a civil rights act prohibiting discrimination against individuals with disabilities in the offer or conditions of employment and in the participation or furnishing of services. It does not guarantee equal results, establish quotas, or require preferences favoring individuals with disabilities over those without disabilities. The [ADA Amendments Act](#) (ADAAA), effective January 1, 2009, was adopted to restore the original intent of the ADA by providing a clear and comprehensive national mandate for the elimination of discrimination and help tap an under-utilized employee population.

The ADA and ADA Amendments provide protection for people with a disability from discrimination in any employment action and requires an employer to make reasonable accommodations to aid the individual to perform the essential duties of the job.

1.6 Disclosure of Health Information

Employee health records maintained by ADE will only be disclosed outside ADE as required by law.

1.7 Conflict of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest and shall adhere to the applicable state laws governing ethical

1.8 Disclosure of Information

All public records maintained by ADE are subject to release under the Arkansas Freedom of Information Act (FOIA). For additional information regarding FOIA, please contact ADE Legal Services.

1.9 Immigration Reform Control Act

ADE is committed to meeting its obligations under United States immigration law. The Immigration Reform and Control Act of 1986 mandates all employers maintain records documenting the identity and eligibility to work of all regular and temporary employees hired after November 6, 1986. Form I-9 is used for verifying the identity and employment authorization of individuals hired for employment in the United States.

1.10 Veterans Preference

In compliance with Ark. Code Ann. §§ 21-3-302 and 303 of the State Veteran's Preference Law, ADE gives preference in appointment and employment for certain qualified veterans, their spouses, or the surviving spouse of a deceased qualified veteran in hiring and employment.

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

Department / Agency / Institution Name: Arkansas Energy and Environment

Contact Name: Raina Weaver

Contact Phone: 501.682.0698

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

Date of Submission: 08.07.2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	5	7	12	2.85%
Black/Not Hispanic	25	17	42	9.98%
Hispanic	5	5	10	2.38%
White/Not Hispanic	148	209	357	84.80%
Total	183	238	421	100%



E&E EMPLOYEE HANDBOOK

June 2022

- Inspections – Ensuring that storage, delivery vehicles, and equipment are properly maintained and suited for use with propane.
- Rules and Regulations – Ensuring sound regulation that promotes industry growth while maintaining the safety of all Arkansans.

Arkansas Pollution Control and Ecology Commission

The Pollution Control and Ecology Commission is the environmental policy-making body for Arkansas. With guidance from the governor, the legislature, the Environmental Protection Agency, and others, the Commission determines the environmental policy for the state, and DEQ implements that policy.

SECTION 1: EMPLOYMENT

1.1 At-Will Employment

Arkansas is an employment-at-will state. This means that an employee may be terminated for any reason or no reason at all, as long as the termination is not for an illegal reason. Further, the employee has the right to terminate employment without cause or notice at any time.

Nothing in this employee handbook or any other document, policy, or procedure establishes, constitutes, or implies an employment contract, the guarantee of employment or benefits, or employment for any specific duration.

1.2 Equal Employment Opportunity and Non-Discrimination Policy

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

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

1.2.1 Americans with Disabilities Act and Reasonable Accommodation

E&E employees shall not discriminate against qualified individuals with disabilities. E&E shall provide reasonable accommodations as required by law to otherwise qualified applicants or employees with disabilities in all employment practices, including job-application procedures, hiring, advancement, job assignments, leaves of absence, transfers, demotions, discipline, discharge, compensation, benefits, and job training. E&E is not required to make accommodations that would eliminate the essential functions of the job or impose an undue hardship on the operation of the Department. Employment opportunities will not be denied to an otherwise qualified applicant or employee because of the need to make a reasonable accommodation for the physical or mental impairment(s) of the individual. Employees who believe that they are being discriminated against are encouraged to complete and submit an E&E Discrimination and Harassment Complaint Form to Human Resources (HR). Forms are available via shared drives and E&E intranet.

1.2.2 Age Discrimination in Employment

The Age Discrimination in Employment Act of 1967 (ADEA), as amended, protects individuals who are forty years of age and older from employment discrimination based on age. Under the ADEA, it is unlawful to discriminate against a person because of his or her age with respect to any term, condition, or privilege of employment. The ADEA provides that it is unlawful for an employer to fail or refuse to hire or to discharge an individual because of age; limit, segregate, or classify employees in a way that deprives them of opportunities because of age; or reduce the wage rate of any employee to comply with the ADEA. Employees who believe that they are being discriminated against are encouraged to complete and submit an E&E Discrimination and Harassment Complaint Form to HR. Forms are available via shared drives and E&E intranet.

1.2.3 Harassment

It is the policy of E&E to provide an employment environment free from any form of sexual or discriminatory harassment, including harassment by speech or other expression, by action, or by combination thereof.

Harassment is a form of employment discrimination that violates state and federal laws. Harassment is unwelcome conduct that is based on age, race, color, sex, national origin, religion, disability, genetic information, or any other status or condition protected by law. Harassment is unlawful when (1) enduring the offensive conduct becomes a condition of continued employment or (2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

E&E expressly prohibits any form of harassment. Harassment may be grounds for discipline up to and including dismissal. Employees who believe that they are being discriminated against are encouraged to complete and submit an E&E Discrimination and Harassment Complaint Form to HR. Forms are available via shared drives and E&E intranet.

1.2.4 Sexual Harassment

E&E employees shall not sexually harass other employees. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

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

E&E expressly prohibits sexual harassment. Sexual harassment may be grounds for discipline up to and including dismissal. Employees who believe that they are being discriminated against are encouraged to complete and submit an E&E Discrimination and Harassment Complaint Form to HR. Forms are available via shared drives and E&E intranet.

For more information, refer to the Department of Transformation and Shared Services Office of Personnel Management (TSS OPM) Sexual Harassment policy.

1.3 Fair Labor Standards Act (FLSA)

TSS OPM designates state job titles as exempt or nonexempt under the federal Fair Labor Standards Act (FLSA). The FLSA requires the payment of overtime for nonexempt work in excess of forty hours in a workweek or the granting of compensatory time. See Section 3.3 Overtime and Compensatory Time.

For additional information concerning the classification of employment positions or eligibility for overtime compensation, contact HR.

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

0490 / Arkansas Assessment Coordination Div./ Division of DFA

Contact Name: Penny Jump

Contact Phone: 501-324-9112

Contact Email: penny.jump@acd.arkansas.gov

Date of Submission: 8.28.23

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	2	1	26	11.54%
Hispanic				%
White/Not Hispanic	9	14	26	88.46%
Total				100%

**Department of Finance and Administration
Office of Personnel Management**

Policy Title: Equal Employment Practices

Policy Number: 17

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

Revised: July 25, 2017

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

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

The following types of discrimination are prohibited by law:

I. Age (Age Discrimination in Employment Act)

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

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

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

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

II. Disability (Americans with Disabilities Act)

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

1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;
2. Treats an applicant or employee less favorably because he/she has a history of a disability (such as cancer that is controlled or in remission), or

Department of Finance and Administration
Office of Personnel Management

Policy Title: **Equal Employment Practices**

Policy Number: **17**

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

Revised: **July 25, 2017**

3. Treats an applicant or employee less favorably because he/she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he/she does not have such an impairment).

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

III. Equal pay/compensation (Equal Pay Act)

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

IV. Genetic information (Genetic Information Nondiscrimination Act)

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

V. Harassment

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

VI. National origin (Immigration and Nationality Act)

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). National origin discrimination also can involve treating people

**Department of Finance and Administration
Office of Personnel Management**

Policy Title: Equal Employment Practices

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

Revised: July 25, 2017

unfavorably because they are married to (or associated with) a person of a certain national origin. Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.

VII. Pregnancy

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

VIII. Race/color

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

IX. Religion

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

X. Sex

Sex discrimination involves treating an applicant or employee unfavorably because of that person's sex. Discrimination against an individual because of gender identity, including transgender status, or because of sexual orientation is discrimination.

XI. Sexual harassment

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

**Department of Finance and Administration
Office of Personnel Management**

Policy Title: Equal Employment Practices

Policy Number: 17

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

Revised: July 25, 2017

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

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

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

Retaliation

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

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

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

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

Per the DFA Employee Handbook:

Equal Employment Opportunity

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, or genetic information or any other status or condition protected by applicable State or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs, return from layoffs, and other actions are made in accordance with Equal Employment Opportunity principles.

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

Department of Finance & Administration/ Agency # - 9906, 0610, 0611, 0613, 0630, 0631, 0634, & 0490

Contact Name: Donna Hurt

Contact Phone: 501-371-6008

Contact Email: donna.hurt@dfa.arkansas.gov

Date of Submission: July 18, 2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	6	3	9	.40%
Asian Pacific Islander	12	17	29	1.28%
Black/Not Hispanic	636	113	749	33.08%
Hispanic	26	6	32	1.41%
White/Not Hispanic	1056	389	1445	63.83%
Total	1736	528	2264	100.00%

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

(In compliance with Title VII of the Civil Rights Act of 1964; Ark. Code Annotated § 21-3-101, § 21-3-203 and § 21-12-103)

Policy:

The Arkansas Department of Health is an equal opportunity employer. It is the policy of this Agency to prohibit discrimination of any type and to afford equal employment opportunities to employees and applicants, without regard to race, color, religion, sex, national origin, age, disability, or veteran status. The Agency will conform to the spirit as well as the letter of all applicable laws and regulations and will take action to employ, advance in employment and treat qualified Vietnam era veterans and disabled veterans without discrimination in all employment practices. The Agency assures:

- Fair and equal opportunity in employment and service delivery regardless of race, color, religion, sex, age, national origin, political beliefs, or disability that impairs one or more major life activities as defined in the Americans with Disabilities Act.
- Equal opportunity in the establishment and application of personnel policies and procedures to include recruitment, selection, promotion, demotion, transfer, reclassification, layoff and recall, training, termination and other benefits, terms, and conditions of employment.
- Non-discrimination and equal opportunity in compliance with all applicable federal laws, regulations, executive orders and civil rights rules and regulations.

This policy is established to ensure equal opportunity to all employees, applicants seeking employment, and to all persons or organizations seeking or receiving services, contracts, agreements, grants, sub-grants, programs and projects funded through or from the Arkansas Department of Health.

This policy applies to all aspects of the relationship between the Arkansas Department of Health and its employees, including but not limited to:

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

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

Directors, managers, and supervisors are responsible for implementing equal employment practices within each Center and work unit. The Employee Relations Section of Human Resources is responsible for the Agency's overall compliance, and Human Resources will maintain personnel records in compliance with applicable laws and regulations.

Arkansas Department of Health practices that support this policy include the following:

The Agency displays posters regarding equal employment opportunity in areas highly visible to employees. Posters will be posted in a conspicuous place in each Arkansas Department of Health Local Health Units and all other ADH facilities.

- All advertising for job applicants includes the statement "An Equal Opportunity Employer M/F/D/V."
- The Department will post all job openings with the required appropriate state agency.
- The Department forbids retaliation against any individual who files a charge of discrimination, reports harassment, or who assists, testifies, or participates in an equal employment proceeding.
- Employees are required to report to a member of management or the Employee Relations Manager or EEO/Grievance Officer any apparent discrimination or harassment. The report should be made no more than five (5) working days from the date of the alleged action.
- The Employee Relations Manager should promptly notify the Department's Legal Services of all incidents or reports of discrimination or harassment.

Complaints

All complaints should be filed on the Complaint of Employment Discrimination (HR-2808) and submitted to the employee's manager or the Agency's Employee Relations Section of Human Resources. Inquiries should be directed to the Employee Relations Section.

For definitions and information refer to the [TSS OPM Equal Employment Opportunity](#)

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

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

Contact Name: **Tracy D. Bradford**

Contact Phone: **501-683-5749**

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

Date of Submission: **August 17, 2023**

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	4	2	6	.30%
Asian Pacific Islander	27	16	43	2.14%
Black/Not Hispanic	476	66	542	26.97%
Hispanic	53	11	64	3.18%
White/Not Hispanic	1,005	350	1,355	67.41%
Total	1,565	445	2,010	100%

1009 EQUAL OPPORTUNITY POLICY

I. Purpose

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

II. Assurances

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

III. Responsibilities and Procedures

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

IV. Complaints of Discrimination

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

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

V. Investigations

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

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

Department / Agency / Institution Name: DHS 0710

Contact Name: Damian Hicks, Chief – Office of Human Resources

Contact Phone: 501-320-6250

Contact Email: damian.hicks@dhs.arkansas.gov

Date of Submission: 07/17/2023

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

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

No

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	24	6	30	0.43%
Asian Pacific Islander	31	9	40	0.58%
Black/Not Hispanic	2375	512	2887	41.76%
Hispanic	85	20	105	1.52%
White/Not Hispanic	3030	821	3851	55.71%
Total	5545	1368	6913	100%

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

Department/Agency/Institution Name: Arkansas Department of Inspector General
Contact Name: Kara Maack
Contact Phone: (501) 324-9501
Contact Email: Kara.Maack@arkansas.gov
Date of Submission: August 15, 2023

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

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	1	1	2	4%
Black/Not Hispanic	12	1	13	25%
Hispanic	1	0	1	2%
White/Not Hispanic	20	17	37	70%
Total	34	19	53	



Department of Inspector General Equal Employment Practices

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. §§ 21-3-101, 21-3-203 and 21-12-103

The Department of Inspector General (DIG) does not discriminate against a job applicant or employee because of the person's race, color, religion, sex, pregnancy, age, disability, citizenship, national origin, genetic information, military or veteran status or any other status or characteristic protected by law.

DIG pursues a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the department to a level that approximates the percentage of minorities in the state's population.

Discrimination by any employee is grounds for dismissal. Any employee who believes that he or she has been discriminated against is encouraged to follow the complaint procedure outlined in this policy. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment.

I. Age (Age Discrimination in Employment Act)

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

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

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

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

II. Disability (Americans with Disabilities Act)

Disability discrimination is when a department does one of the following:

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

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

III. Equal pay/compensation (Equal Pay Act and Lilly Ledbetter Fair Pay Act)

The Equal Pay Act (EPA) prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort, and responsibility under similar working conditions. The jobs need not be identical, but they must be substantially equal. Wages can include more than just hourly or annual pay. An employer cannot lower the wages of some employees to make wages equal.

Compensation differences based on race, color, religion, national origin, age, disability, genetic information, and/or retaliation also violate law.

IV. Genetic Information (Genetic Information Nondiscrimination Act)

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

V. Harassment

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

VI. National origin (Immigration and Nationality Act)

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

VII. Pregnancy

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

VIII. Race/color

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

IX. Religion

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

X. Sex

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

Sexual harassment

All departments must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the department's policy must be filed with the Office of Personnel Management (OPM).

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

1. Submission to the conduct is either an explicit or implicit term or condition of employment, and/or

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

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

Retaliation

It is illegal to retaliate against an applicant or employee because the applicant or employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. For more information about the types of discrimination and prohibited practices, see the U.S. Equal Employment Opportunity Commission website at <https://www.eeoc.gov/laws/index.cfm>.

Discrimination/Harassment Complaint Procedure

No employee, to effect resolution of a complaint, shall be required to solely or independently confront the person allegedly conducting or causing the action believed to be harassing or discriminatory. Further, retaliation against an employee for reporting harassment or discrimination is strictly prohibited. Employees believing themselves to be victims of harassment or discrimination are encouraged to come forward to effect resolution of the complaint.

Notwithstanding the foregoing, any DFA employee who believes he or she has been the target of discrimination and/or harassment is encouraged to inform the offending person orally or in writing that such conduct is unwelcome and offensive and must stop. If the employee does not wish to communicate directly with the offending person, or if such communication has been ineffective, the employee has multiple avenues for reporting allegations of discrimination and/or harassment and/or pursuing resolution.

Complaints may be made verbally to the HR Office. In addition, employees may submit a written complaint to the DFA HR Office using the DFA Harassment/Discrimination Complaint Form. The complaint should be made in good faith, expressed in reasonable terms and must contain the following:

1. Cause for the complaint;
2. How the unwelcome conduct unreasonably interferes with the complainant's work performance or creates a discriminatory, intimidating, hostile, or abusive work environment;
3. The corrective action desired; and
4. Sufficient information upon which to base decisions.

Upon submission to the HR Office, an internal investigation will be conducted. The Department will protect the confidentiality of complaints to the extent reasonably possible. The HR Office will take immediate and appropriate corrective action when it determines that a violation has occurred. If the complainant believes an inadequate review was conducted by the HR Office, he or she may request further review or investigation by the DIG Secretary or his/her designee. The DIG Secretary or his/her designee will determine if the complaint was substantiated.

Effective Date: May 21, 2021

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

Department / Agency / Institution Name: Department of Labor & Licensing

Contact Name: Jocelyn Potter or Ethel Whittaker

Contact Phone:501-682-4500

Contact Email: Ethel.whittaker@arkansas.gov or jocelyn.potter@arkansas.gov

Date of Submission: August 3, 2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	4	0	4	1.7%
Black/Not Hispanic	54	13	67	27.8%
Hispanic	2	0	2	0.8%
White/Not Hispanic	84	84	168	69.7%
Total	144	97	241	100%

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

Department / Agency / Institution Name:

Contact Name: Leah Brewer

Contact Phone: 501-212-5131

Contact Email: leah.brewer@arkansas.gov

Date of Submission: 07/25/23

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	7	8	%
Asian Pacific Islander	0	0	0	%
Black/Not Hispanic	40	28	68	%
Hispanic	2	6	8	%
White/Not Hispanic	72	247	319	%
Total	115	288	403	%



Arkansas Department of Military
Cabinet Secretary - Major General Jonathan M. Stubbs,
The Adjutant General

Policy Title: Equal Employment Opportunity Policy and Complaint Procedures

Policy Number: 18

Authority:

- (1) Title VII of the Civil Rights Act of 1964 (42 USC §2000e-16)
- (2) Age Discrimination in Employment Act (ADEA) (29 USC §621)
- (3) The Equal Pay Act of 1963 (29 USC §206(d))
- (4) The Rehabilitation Act of 1973 (29 USC §791)
- (5) The Americans with Disabilities Act of 1990 (42 USC §§12111 through 12114)
- (6) Ark. Code Ann. § 21-3-101; §21-3-203 and §21-12-103.
- (7) Department of Transformation and Shared Services, Office of Personnel Management, Policy Title: Equal Employment Opportunity, Police Number: 17.

Effective Date: July 1, 2023

I. PURPOSE:

The following establishes uniform equal employment opportunity provisions and complaint processing procedures for any employee of the Department of Military (DOTM) who believes he or she has been the target of harassment, discrimination, or retaliation on any protected basis.

II. POLICY:

The DOTM is committed to maintaining access to employment opportunities and working environments that are free from discrimination and harassment. Unequal treatment of employees violates standards of integrity and impartiality, undermines agency cohesion and working relationships, and detracts from the agency's ability to effectively achieve its mission.

In accordance with federal and state laws, DOTM prohibits illegal discrimination or harassment based on gender (to include sexual harassment and pregnancy), race, age, color, national origin, religion, disability, veteran status, or any other protected status.

All DOTM employees are required to abide by this policy. All employees are also expected to exercise good judgement in work related relationships and shall take appropriate measures to prevent harassment and discriminatory behavior.

An employee who is found to have engaged in discrimination, harassment, or retaliation in the course of his or her employment shall be subject to disciplinary action up to and including termination.

This procedure shall not compromise the rights of management to direct work activity in accomplishing DOTM goals and missions. Utilization of the Equal Employment Opportunity

Discrimination Complaint Procedures is not intended, nor will it be allowed to become, a barrier to the supervisor/employee relationship.

III. CRITERIA:

Harassment and discrimination are defined as any conduct that denigrates or shows hostility toward an individual because of his or her race, color, gender, national origin, religion, age (40 or over), physical or mental disability, sexual orientation, or any other protected status.

Petty slights, annoyances, and isolated incidents (unless particularly serious) do not rise to the level of illegality. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to a reasonable person, or when the actions interfere with an individual's ability to effectively perform his or her job duties on a day-to-day basis.

Prohibited conduct includes, but is not limited to:

- Offensive jokes, epithets, derogatory comments, or any other verbal or physical conduct based upon an individual's protected status.
- Ethnic slurs, graffiti, or other offensive conduct based upon an individual's protected status.
- Verbal or physical abuse, or threats of violence.
- Unwelcome physical advances, sexual pranks, sexual teasing, touching, or grabbing, sexually suggestive gestures, or requests for sexual favors.
- Emailing, posting, or otherwise circulating cartoons, pictures, or any other demeaning or offensive materials in the workplaces related to an individual's protected status.

The harasser can be a supervisor, co-worker, other employee, or a non-employee who has a business relationship with the DOTM.

IV. COMPLAINT PROCEDURES:

Any DOTM employee who believes that he or she has been the target of discrimination, harassment, or retaliation or an individual who witness potentially offensive conduct is encouraged to caution the offender(s), either orally or in writing, to cease the unwelcome behavior.

If all communication attempts with the harasser(s) have been ineffective or the employee does not wish to communicate directly with the harasser, the employee shall report the offensive conduct to a member of his or her supervisory chain.

The supervisory chain shall be the primary means for the immediate reporting and resolution of

harassment and discrimination complaints. Supervisors and other responsible DOTM officials who observe, are informed of, or reasonably suspect incidents of possible discrimination and/or harassment are expected to take effective measures to ensure no further apparent or alleged incidents occur. In addition, the supervisory employee must immediately report such incidents to the DOTM Equal Employment Opportunity (EEO) Compliance Officer. Failure of a supervisor or other official to report such incidents may be considered a violation of this policy and could result in disciplinary action up to and including termination of employment.

Should the complaint be against a member of the employee's supervisory chain or if the employee is especially uncomfortable in filing a complaint with his or her supervisory chain, the employee may bring forth his or her complaints directly to the DOTM EEO Compliance Officer. Formal complaints made to the DOTM EEO Compliance Officer must be received within seven (7) days of the most recent incident.

It is a violation of both this policy and federal and state law to retaliate against someone who has reported unlawful harassment. Violators of this policy may be subject to disciplinary action up to and including termination of employment.

V. DEPARTMENT OF THE MILITARY RESPONSIBILITIES:

Under this policy, if the DOTM receives an allegation of discrimination or harassment or has reason to believe such harassment and/or discrimination is occurring, it will take the steps necessary to ensure that the matter is investigated in a prompt, thorough, and impartial manner. If the allegation is determined to be credible, the DOTM will take immediate and effective action to address the issue, as deemed appropriate and in accordance with DOTM disciplinary policy.

To promote open and frank discussions, all persons involved in the complaint and investigation process shall, to the maximum extent possible, keep all matters related to the complaint and investigation confidential. However, any threat of physical harm or disclosure of waste, fraud, abuse, or other illegal activity shall be exempt from confidentiality and will be reported to the appropriate officials. Any other violations of confidentiality requirements may be subject to disciplinary action.

VI. EEO COMPLIANCE OFFICER RESPONSIBILITIES:

DOTM shall make it known that the DOTM EEO Compliance Officer shall be available to any employee to provide technical information on EEO matters, whether a complaint has been filed. Additionally, the DOTM EEO Compliance Officer shall be responsible for compilation and maintenance of documentation.

VII. EMPLOYEE'S RIGHTS AND RESPONSIBILITIES:

Employees are encouraged to report unwelcome conduct as soon as possible, as outlined in Section IV, Complaint Procedures.

The employee shall be allowed a reasonable amount of time during regular working hours to

meet with the DOTM EEO Compliance Officer when the appointment has been scheduled by the DOTM EEO Compliance Officer. Excused time off may be given, with prior approval, to participate in scheduled meetings. That said, an employee shall not work on his or her complaints during scheduled working hours. Any other time off relating to his or her complaint will be subject to approved annual leave. Additionally, the employee shall not utilize DOTM resources for filing complaints or to prepare or respond to requests for documents, unless the forms or documents are those required by this policy or requested by the DOTM EEO Compliance Officer.

The employee may have access to relevant records and documents relevant to his or her complaint, subject to applicable limitations as set out by state or federal law, such as, but not limited to, those documents exempt under the Privacy Act of 1974, the Health Insurance Portability and Accountability Act (HIPPA), and those related to an ongoing criminal investigation.

The employee, through his or her submission of an official complaint, agrees to cooperate with an investigation into the allegations. Failure or refusal to cooperate with the investigation may result in rejection or dismissal of his or her complaint. The employee may withdraw his or her complaint at any time however DOTM reserves the right to continue an investigation into the allegation. At any time during the process, the employee has the right to file a complaint with the Equal Employment Opportunity Commission (“EEOC”). Complaints may be filed by going to the EEOC’s public portal at <https://publicportal.eeoc.gov> and submitting an inquiry. Once an inquiry is submitted, an EEOC staff member will contact the employee and schedule an interview about his or her claim to determine if the EEOC is the right agency to handle his or her complaint. The EEOC will provide additional information about how to file a complaint during or shortly after the interview. For more information, an employee may contact the EEOC at 1-800-669-4000.

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

Contact Name: Debbie Biggs

Contact Phone: 501.324.9584

Contact Email: debbie.biggs@arkansas.gov

Date of Submission: 8/7/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	5	3	8	1.00%
Asian Pacific Islander	4	1	5	0.63%
Black/Not Hispanic	39	17	56	7.05%
Hispanic	3	4	7	0.88%
White/Not Hispanic	336	382	718	90.43%
Total	387	407	794	100%

Department of Public Safety

Contact Name: Phyllis Huitt

Contact Phone: (501) 618-8711

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

Date of Submission: 5/31/23

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

The new DPS EEOC policy is attached.

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

This policy will replace all individual Division policies.

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	2	3	5	0.38%
Asian Pacific Islander	5	4	9	0.68%
Black/Not Hispanic	111	86	197	14.80%
Hispanic	15	20	35	2.63%
White/Not Hispanic	428	657	1085	81.52%
Total	561	770	1331	100%

Business Area Description	Total Number of Employees	Black	Hispanic	American Indian	Asian	White	Female Black	Female Hispanic	Female Indian	Female Asian	Female White	Undeclared Female	Male Black	Male Hispanic	Male Indian	Male Asian	Male White
DEPT OF PUBLIC SAFETY	1,331	197	35	5	9	1,085	111	15	2	5	428		86	20	2	4	657
	100%	14.80%	2.63%	0.38%	0.68%	81.52%	8.34%	1.13%	0.15%	0.38%	31.16%	0.00%	6.46%	1.50%	0.15%	0.30%	49.38%

Female	Males	Total Employees
561	770	1,331
42%	58%	100%

ARKANSAS DEPARTMENT OF PUBLIC SAFETY



Section 100 – Administrative/Personnel

POLICY NO. 101 – EQUAL EMPLOYMENT OPPORTUNITY

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

I. Purpose

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

II. Policy

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

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

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



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

Department / Agency / Institution Name: Transformation and Shared Service - 0914

Contact Name: Scott Carnes

Contact Phone: 501-682-8002

Contact Email: scott.carnes@arkansas.gov

Date of Submission: 06/19/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	8	4	12	0%
Black/Not Hispanic	44	24	68	13%
Hispanic	1	2	3	1%
White/Not Hispanic	117	191	308	79
Total	170	221	391	100%

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

Department / Agency / Institution Name: Governor Mansion - 0314

Contact Name: Scott Carnes

Contact Phone: 501-682-8002

Contact Email: scott.carnes@arkansas.gov

Date of Submission: 06/19/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	0	0	0	0%
Black/Not Hispanic	0	2	2	13%
Hispanic	1	0	1	7%
White/Not Hispanic	8	4	12	80%
Total	9	6	15	100%

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

Department / Agency / Institution Name: Governor Office - 0034

Contact Name: Scott Carnes

Contact Phone: 501-682-8002

Contact Email: scott.carnes@arkansas.gov

Date of Submission: 06/19/2023

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

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

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

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	0	0	0	0%
Black/Not Hispanic	4	5	9	12%
Hispanic	0	1	1	1%
White/Not Hispanic	38	25	63	86%
Total	42	31	73	100%

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

Agency: Arkansas Department of Veterans Affairs

Contact Name: Melissa Butler

Contact Phone: 501-682-1954

Contact Email: melissa.m.butler@arkansas.gov

Date of Submission: June 1, 2023

See attached copy of EEO program or policy as required by Arkansas Code Annotated §21-3-101.

Policy has been updated effective March 8, 2023, to provide greater clarity and guidance on EEO issues.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	0	1	0.67%
Asian/Pacific Islander	1	0	1	0.67%
Black/Not Hispanic	55	7	62	41.6%
Hispanic	6	3	9	6.0%
White/Not Hispanic	40	36	76	51.0%
Total	103	46	149	100%



ARKANSAS DEPARTMENT OF VETERANS AFFAIR
501 Woodlane Drive, Suite 401N
Little Rock, AR 72201

SARAH HUCKABEE SANDERS
GOVERNOR

KENDALL W. PENN
RET. MAJOR GENERAL
SECRETARY

8 March 2023

MEMORANDUM FOR EMPLOYEES OF ARKANSAS DEPARTMENT OF VETERANS AFFAIRS

SUBJECT: Arkansas Department of Veterans Affairs (ADVA) EEO Policy and Complaint Procedures

1. ADVA Human Resources is responsible for the creation, revision, and dissemination of agency policies and procedures in order to assist in the maintenance of an effective workplace.
2. This policy is intended to provide guidance for compliance with Equal Employment Opportunity regulations and avenues for redress of complaints. This is applicable to all ADVA employees and shall remain in effect until revoked or superseded.
3. Point of contact for this memo is Melissa Butler at (501) 682-1954

A handwritten signature in blue ink, appearing to read "K. W. Penn", is written over the typed name.

KENDALL W. PENN
MAJOR GENERAL, Retired
SECRETARY

ARKANSAS DEPARTMENT OF VETERANS AFFAIRS
Equal Employment Opportunity Policy and Complaint Procedures

I. AUTHORITY:

- (1) Title VII of the Civil Rights Act of 1964 (42 USC §2000e-16)
- (2) The Age Discrimination in Employment Act (ADEA) (29 USC §621)
- (3) The Equal Pay Act of 1963 (29 USC §206(d))
- (4) The Rehabilitation Act of 1973 (29 USC §791)
- (5) The Americans with Disabilities Act of 1990 (42 USC §§12111 through 12114)
- (6) Ark. Code Ann. § 21-3-101; §21-3-203 and §21-12-103.

II. PURPOSE:

The following establishes uniform equal employment opportunity provisions and complaint processing procedures for any employee of the Department of Veterans Affairs (ADVA) who believes he or she has been the target of harassment, discrimination, or retaliation on any protected basis.

III. POLICY:

ADVA is committed to maintaining access to employment opportunities and working environments that are free from discrimination and harassment. Unequal treatment of employees violates standards of integrity and impartiality, undermines agency cohesion and working relationships, and detracts from the agency's ability to effectively achieve its goals.

In accordance with federal and state laws, ADVA prohibits illegal discrimination or harassment on the basis of his or her gender (to include sexual harassment and pregnancy), race, age, color, national origin, religion, disability, veteran status, reprisal, or any other protected status.

All ADVA employees, including but not limited to staff, supervisors, and senior management are required to abide by this policy. All employees are also expected to exercise good judgement in work related relationships and shall take appropriate measures to prevent harassment and discriminatory behavior.

An employee who is found to have engaged in discrimination, harassment, or retaliation in the course of his or her employment is subject to disciplinary action up to and including termination.

This procedure shall not compromise the rights of management to direct work activity in accomplishing the goals and missions of ADVA. Utilization of the Equal Employment Opportunity Discrimination Complaint Procedures is not intended, nor will it be allowed to become, a barrier to the supervisor/employee relationship.

IV. CRITERIA:

Harassment and discrimination are defined as any conduct that denigrates or shows hostility toward an individual because of his or her race, color, gender, national origin, religion, age (40 or over), physical or mental disability, sexual orientation, or any other protected status.

Petty slights, annoyances, and isolated incidents (unless particularly serious) do not rise to the level of illegality. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to a reasonable person, or when the actions interfere with an individual's ability to effectively perform his or her job duties on a day-to-day basis.

Prohibited conduct includes, but is not limited to:

- Offensive jokes, epithets, derogatory comments, or any other verbal or physical conduct based upon an individual's protected status
- Ethnic slurs, graffiti, or other offensive conduct based upon an individual's protected status
- Verbal or physical abuse, or threats of violence
- Unwelcome physical advances, sexual pranks, sexual teasing, touching or grabbing, sexually suggestive gestures, or requests for sexual favors
- Emailing, posting, or otherwise circulating cartoons, pictures, or any other demeaning or offensive materials in the workplaces related to an individual's protected status.

The harasser can be a supervisor, co-worker, other Department employee, or a non-employee who has a business relationship with ADVA.

V. AMERICANS WITH DISABILITIES ACT AND REASONABLE ACCOMMODATION

ADVA employees shall not discriminate against qualified individuals with disabilities. ADVA will provide reasonable accommodation as required by law to otherwise qualified applicants or employees with disabilities in all employment practices, to include job application procedures, hiring, advancement, job assignment, leave of absence, transfers, demotions, disciplinary action, discharge, compensation, benefits, and job training. Employment opportunities will not be denied to an otherwise qualified applicant because of the need to make a reasonable accommodation to the physical or mental impairment(s) of such individual. Individuals who believe that an accommodation is needed shall make a request with his or her immediate supervisor and coordination with the ADVA Human Resources Manager.

VI. COMPLAINT PROCEDURES:

Any ADVA employee who believes that he or she has been the target of discrimination, harassment or retaliation or an individual who witness potentially offensive conduct is encouraged to caution the offender(s), either orally or in writing, to cease the unwelcome behavior.

In the event that all communication attempts with the harasser(s) have been ineffective or the employee does not wish to communicate directly with the harasser, the employee shall report the offensive conduct to a member of his or her chain of command.

The chain of command shall be the primary means for the immediate reporting and resolution of harassment and discrimination complaints. Supervisors and other responsible Department officials who observe, are informed of, or reasonably suspect incidents of possible discrimination and/or harassment are expected to take effective measures to ensure no further apparent or alleged incidents occur. In addition, the supervisory employee must immediately report such incidents to the ADVA Equal Employment Opportunity (EEO) Compliance Officer. Failure of a supervisor or other official to report such incidents may be considered a violation of this policy and could result in disciplinary action up to and including termination of employment.

Should the complaint be against a member of the employee's chain of command or if the employee is especially uncomfortable in filing a complaint with his or her chain of command, the employee may bring forth his or her complaints directly to the ADVA EEO Compliance Officer. Formal complaints made to the EEO Compliance Officer must be received within 7 days of the most recent incident.

It is a violation of both this policy and federal law to retaliate against someone who has reported unlawful harassment. Violators of this policy may be subject to disciplinary action up to and including termination of employment.

VII. ARKANSAS DEPARTMENT OF VETERANS AFFAIRS RESPONSIBILITIES:

Under this policy, if the Department receives an allegation of discrimination or harassment or has reason to believe such harassment and/or discrimination is occurring, it will take the steps necessary to ensure that the matter is investigated in a prompt, thorough, and impartial manner. If the allegation is determined to be credible, the Department will take immediate and effective action to address the issue, as deemed appropriate and in accordance with ADVA disciplinary policy.

As a means to promote open and frank discussions, all persons involved in the complaint and investigation process shall be subject to the confidentiality requirements. However, any threat of physical harm or disclosure of waste, fraud, abuse, or other illegal activity shall be exempt from confidentiality and will be reported to the appropriate officials. Any other violations of confidentiality requirements may be subject to disciplinary action.

VIII. EEO COMPLIANCE OFFICER RESPONSIBILITIES:

ADVA shall make it known that the EEO Compliance Officer shall be available to any employee to provide technical information on EEO matters, whether or not a complaint has been filed. Additionally, the EEO Compliance Officer shall be responsible for compilation and maintenance of documentation.

IX. EMPLOYEE'S RIGHTS AND RESPONSIBILITIES:

Employees are encouraged to report unwelcome conduct as soon as possible, as outlined in Section VI, Complaint Procedures.

The employee shall be allowed time during regular working hours to meet with the EEO Compliance Officer when the appointment has been scheduled by the EEO Compliance Officer. Excused time off may be given, with prior approval, to participate in scheduled meetings. That said, an employee shall not work on his or her complaints during scheduled working hours. Any other time off relating to his or her complaint will be subject to approved annual leave. Additionally, the employee shall not utilize ADVA resources for filing complaints or to prepare or respond to requests for documents, unless the forms or documents are those required by this policy or requested by the EEO Compliance Officer.

The employee may have access to relevant records and documents relevant to his or her complaint, subject to the confidentiality requirements as set out by state or federal law.

The employee, through his or her submission of an official complaint, agrees to cooperate with an investigation into the allegations. Failure or refusal to cooperate with the investigation may result in rejection or dismissal of his or her complaint. The employee may withdraw his or her complaint at any time however ADVA reserves the right to continue an investigation into the allegation. At any time during the process, the employee has the right to file a complaint with the Equal Employment Opportunity Commission.



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

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

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

I. Age (Age Discrimination in Employment Act)

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

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

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

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

II. Disability (Americans with Disabilities Act)

Disability discrimination is when a department does one of the following:

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



Department of Transformation and Shared Services Office of Personnel Management

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Effective Date: July 28, 2021

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

III. Equal pay/compensation (Equal Pay Act and Lilly Ledbetter Fair Pay Act)

The Equal Pay Act (EPA) prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort, and responsibility under similar working conditions. The jobs need not be identical, but they must be substantially equal. Wages can include more than just hourly or annual pay. An employer cannot lower the wages of some employees to make wages equal.

Compensation differences based on race, color, religion, national origin, age, disability, genetic information, and/or retaliation also violate law.

IV. Genetic information (Genetic Information Nondiscrimination Act)

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

V. Harassment

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

VI. National origin (Immigration and Nationality Act)

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



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

VII. Pregnancy

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

VIII. Race/color

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

IX. Religion

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

X. Sex

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

Sexual harassment

All departments must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the department's policy must be filed with the Office of Personnel Management (OPM).

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

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

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



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

Retaliation

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

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

**2023 EQUAL
EMPLOYMENT
OPPORTUNITY REPORT
INSTITUTIONS OF
HIGHER EDUCATION**



Annual Report
on
Minority Recruitment and Retention

2022-2023

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

Asian	11
Black or African American	316
Hispanic or Latino	67
American Indian	9
White	696
Two or more races	1
Native Hawaiian	0
Unknown/Not Reported	18
Total Enrollment for Spring 2023	1,118

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

There were 40 minority faculty and staff at ANC in AY 2022-2023. They represented 27.21% of the total employees. See the listing of full-time minority employees with their respective position title on page 2.

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

There were four fulltime faculty members in Fall 2022 who were a minority – African American/Asian.

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

ANC had two minority adjunct faculty members in AY 2022-2023 – African American.

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

Nine faculty/staff were employed (fulltime) during the reporting period – 8 African American, 1 Latino.

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

See attached chart.

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

See attached chart.

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

See attached chart.

Full-time Minority Employees

Full Name	Official Title
Alvoid, Lonsetta	Admin Specialist I, Adult Ed
Anderson, Takindra	Admin Specialist I, Coordinator for Testing Center
Anderson, Trina	Academic Services Coordinator
Bell, Torian	Special Projects Trainer
Bogard, Denese	Education Advisor
Butler, Tachmonite	Director, Academic & Tech Services
Campbell, Isabella	Director for Pathways
Carr, Darrel	Advising Specialist
Cashman, Teresita	Maintenance Assistant
Chambers, Alton	Public Safety Security Officer
Chapman, Michelle	Special Projects Trainer
Clark, Stacy	Education Advisor
Dillard, Destinee	JAG Career Coach
Dunn, Bryndon	Public Safety Security Officer
Gaston, Mary	Career Coach
Hall, Maria	Institutional Services Assistant
Hattiex, Candice	Admin Specialist II, Student Affairs
Howard, Betty	Institutional Services Assistant
Hunt, Blanche	VP for Community Relations
Jones, KeTierra	Assistant Director for Financial Aid
Key, Robilyn	Career Coach
Leaks, Brandi	Pathways Advisor
Leaks, Nakiska	Public Safety Security Officer
Lewis, Leslie	Retention Coordinator, SSS
McGhee, Lisa	Director for TRIO
Morris, Lance	Professor, Life Sciences
Poole, Adron	Special Projects Trainer
Reed, Tyneisha	Institutional Services Specialist
Reyes-Lopez, Mariana	Business Manager
Richardson, Damon	Admissions, Data & Project Advisor
Scott, Susie	Career Coach
Smith, Michael	Career Placement & WORK Coordinator
Thomas, Mary	ADWORC Case Manager
Turner, Catalina	Institutional Services Assistant
Turner, Greg	Education Advisor
Turner, Leanna	Admin Specialist I, Faculty
Williams, Willie	Success Navigator
Wilson, LaTanya	Admin Specialist I, Allied Tech
Winford, Regina	Fiscal / HR Support
Woods, Jernal	Educational Advisor
Full-time Total: 40	

Part-time Minority Employees

Full Name	Official Title
Coleman, Clemonsten	Bus Driver
Harris, Robert	Bus Driver
Williams, Dee	Bus Driver
George, Maggie	Clerical
Lane, Sonya	Clerical
Lee, Madison	Clerical
McDougal, Breeanna	Clerical
Mosley, Marteisha	Clerical
Taylor-Clark, Evelyn	Clerical
Luna, Alicia	Clerical
McCustion, Kathryn	Clerical
Johnson, Reshard	Clerical
Valdez, Humberto	Clerical
Jackson, Tryavon	Computer Lab Asst
Range, Stephan	Computer Lab Asst
Williams, Priscilla	Computer Lab Asst
Curtis, Lorna	Instructor-Adult Ed
Diamond, Bobbie	Instructor-Adult Ed
Carr, Marvell	Service
Leaks, Brice	Service
Williams, Johnny	Service
Kafka, Lukas	Service
Thompson, Shonta	Service
Westmorland, Lawanda	Service
Garcia, Letecia	Service
Smith, Howard	Student/Academic Affairs
Young, Daryl	Student/Academic Affairs
Chambers, Devin	Student/Academic Affairs
Davis, Robert	Student/Academic Affairs
Bailey, Erica	Student/Academic Affairs
Burgess, Roriana	Student/Academic Affairs
Smith, Angela	Student/Academic Affairs
Johnson, Vernita	Student/Academic Affairs

Part-time Total: 33

In accordance with Arkansas Northeastern College’s Mission of providing accessible, quality educational programs, services, and lifelong learning opportunities, the following is documentation of the progress ANC has made in the academic year 2022-2023 toward the recruitment and retention of minority faculty, staff, and students.

For Faculty and Staff:

Objective	Strategy	Indicators of success	Time Frame	Budget
1. The College will provide opportunities for enhancement of knowledge and skills.	<p>Development of a professional plan approved by the supervisor and Chief Academic Officer.</p> <p>Any college employee is eligible to apply and receive funds.</p>	<p>Completion of courses or degrees. 9 employees applied for and were awarded professional development funds in the 2022-2023 year, this was a decrease of 55% from 2021-2022.</p> <p>Two minority employees applied for and received funding which was 22% of the total faculty and staff who applied. This reflects the same number that applied in 2021-2022.</p>	On-going	<p>Budgeted Tuition/Support: \$20,000</p> <p>Expended Tuition/Support: \$13,200</p> <p>Of the \$13,200 expended, \$614.75 (4.66%) was expended on minority need.</p> <p>An additional \$699 was expended on other college-wide professional development initiatives.</p>
2. The College will conduct due diligence in the recruiting of minority employees to reflect the demographics of the student population.	The College will give first consideration to qualified minority candidates.	ANC had 40 minority employees or 16.66% of all employees (240) reflected on the Fall 2022 IPEDS Report. Included in this number are 147 full-time faculty, staff, and administration. 27.21% of all full-time employees are minority which is an increase of 4.13% from Fall 2021.	On-going	NA

For Students:

Objective	Strategy	Indicators of success	Time Frame	Budget
1. The College will actively recruit minority students through the Great River Promise, ANC Foundation, Board of Trustees, and other scholarship opportunities.	College Recruiters, Career Coaches, and TRiO recruiters will use the promotional material at school visits, campus tours, and college days to promote the availability of scholarships to the students of Mississippi County.	43% of incoming first-time freshmen students in Fall 2022 were minority. This is an increase over the past year of 9%. ANC awarded \$377,829 in scholarships in fall/spring 2022-2023, \$104,025 was awarded to minorities. Minority representation was 27.53% of all those who received some type of scholarship, which is an increase of 1.53% from last year.	On-going On-going	NA More scholarships are available. Most students who apply for financial aid will receive some assistance. This may be in the form of federal financial aid, institutional scholarships, or ANC Foundation Scholarships.
	A strategy will be implemented to assist students in short programs which do not qualify for federal financial aid.	The ANC Foundation approved a Travel Voucher program for students enrolled in short-term programs to assist them with the cost of transportation. These vouchers may be used only for the purchase of gasoline. Students must meet attendance and academic progress measures on a biweekly basis to receive the vouchers.	On-going	Travel Vouchers were awarded to 37 students in Fall 2022 with 41% of those students being minority. The total awarded for Fall 2022 was \$10,040.
	Minority students will receive the Early College Scholarships to encourage participation in the Early College Concurrent Credit Program.	Approximately 444 students participated in the Early College Program in fall/spring 2022-2023. Minority students received 24% of the total waivers awarded totaling \$33,324.	On-going	The Early College program will continue to be promoted to high school students. The College has expanded the eligibility requirements to include students from Missouri schools.

Objective	Strategy	Indicators of success	Time Frame	Budget
	<p>Minority students have the opportunity to participate in the Nucor Diploma Squared Program to receive concurrent credit and eligible students receive waivers toward their tuition, fees, and books.</p>	<p>Approximately 100 students participated in the Nucor Diploma Squared Program in fall/spring 2022-2023. Minority students received 31% of the total waivers awarded totaling \$10,666.</p>	<p>On-going</p>	<p>ANC, in partnership with the Nucor corporation, provides high school students the opportunity to receive concurrent credit while working on a certificate of general studies.</p>
<p>2. Arkansas Northeastern College places students in courses that match their academic preparedness, minimizes preparatory courses, and promotes college-level course placement to encourage academic success and timely completion of certificates or degrees.</p>	<p>Reduce the number of preparatory classes. Redesign courses giving appropriate access to underprepared students to credit-bearing classes encouraging success/completion rates and time to degree for at-risk students.</p>	<p>The College has eliminated most preparatory courses and continues to re-evaluate placement options through a multiple measures model, promoting accessibility and equity in course placement.</p> <p>The redesigned 'Math Pathway' directs placement to credit-bearing courses, like College Algebra, Quantitative Reasoning, or Program-Specific Technical Math, with a co-requisite lab for underperforming students reducing the number of college preparatory hours taken.</p> <p>ANC has made substantial multi-lateral efforts to improve student success and access. These efforts have resulted in the College closing the Achievement Gap between minority and non-minority students. The College continues to work at closing the Achievement Gap through its total efforts to increase retention, persistence, and completion for all students. This "Closing the Gap" result is shown in the data below:</p>	<p>On-going</p>	

Objective	Strategy	Indicators of success	Time Frame	Budget
		<p>The 2018 Cohort group of all first-time /full-time freshman students who graduated within 3-years was 28.9 % which was a 64% increase over the graduation rate for the 2009 cohort. However, this was a 40% decline over the previous reporting period. The 2018 cohort group of non-white students had a graduation rate increase of 261% compared to the 2009 non-white cohort group, up from the 176% graduation rate increase reported in last year’s report.</p> <p>The first-time/full-time graduation rate increase between the 2017 non-white cohort and the 2018 non-white cohort was 30.5%. The difference between the graduation students for the 2017 cohort (27.9%) and those in the 2018 cohort (36.4%) was only 8.5%. This increase in the number of non-white graduates was in spite of another year that continued to be plagued by the COVID complications.</p> <p>In the 2019-2020 academic year, no data is available on college preparatory classes due to COVID-19 restrictions and campus closures.</p> <p>In the 2020-2021 academic year, 70 first-time/full-time students took college preparatory classes. 33 were minority students (47%).</p> <p>In the 2019-2020 academic year, 465</p>		

Objective	Strategy	Indicators of success	Time Frame	Budget
		<p>students graduated with either a CP, TC, AS, or AAS. 130 were minority students (28%).</p> <p>In the 2020-2021 academic year, 441 students graduated with either a CP, TC, AS, or AAS. 127 were minority students (29%).</p> <p>In the 2018-2019 academic year, the first-time/full-time graduation rate was 18% of which 24% were minority students.</p> <p>In the 2019-2020 academic year, the first-time/full-time graduation rate was 13% of which 40% were minority students.</p> <p>In the 2020-2021 academic year, the first-time/full-time graduation rate was 15% of which 36% were minority students.</p> <p>In the 2019-2020 academic year, 37 students graduated on time to degree. Of that number, 12 were minority students, comprising 32% of the cohort. In the same academic year, 25 students graduated in three years. Of that number, 10 were minority students, comprising 40% of the cohort.</p> <p>In the 2020-2021 academic year, 54 students graduated on time to degree. Of that number, 21 were minority students, comprising 39% of the cohort. In the same academic year, 28 students graduated in three years. Of that number, 10 were</p>		

Objective	Strategy	Indicators of success	Time Frame	Budget
		<p>minority students, comprising 36% of the cohort.</p> <p>In the 2019-2020 academic year, 260 first-time full-time students enrolled of that number 102 were minority students (39%).</p> <p>In the 2020-2021 academic year, 193 first-time full-time students enrolled of that number 73 were minority students (38%).</p> <p>In the 2021-2022 academic year, 181 first-time full-time students enrolled of that number 55 were minority students (30.4%).</p> <p>In the 2022-2023 academic year 59 first-time/full-time students took college preparatory classes. 27 were minority students (45.8%).</p> <p>In the 2022-2023 academic year, 484 students graduated with either a CP, TC, AS, or AAS. 179 were minority students (37%).</p> <p>In the 2022-2023 academic year, 94 students graduated on time to degree. Of that number, 34 were minority students, comprising 36.2% of the cohort. In the same academic year, 293 students graduated in three years. Of that number, 113 were minority students, comprising 38.7% of the cohort.</p>		

Objective	Strategy	Indicators of success	Time Frame	Budget
<p>3. Providing tutoring, mentoring, and appreciative academic advising to increase all students' success and retention, including those at particular risk. The College will focus on the first-year experience of all students.</p>	<p>The A.C.E. Advising Center focuses on student retention and success. Three Academic Advising Specialists concentrating on one of our three Academic Divisions, Transfer, Career-Technical, and Nursing and Allied Health, see every new, stop-out returning, and academically challenged student.</p> <p>Students are assigned to a program-specific Academic Advisor who, in collaboration with the student, specifies academic/vocational interests and evaluates students' aptitude using placement scores and transcripts for class selection.</p>	<p>In the Academic Year 2018-2019, the Advising Center served approximately 670 students who enrolled, 29% being a minority.</p> <p>In the Academic Year 2019-2020, the Advising Center served approximately 680 students who enrolled, 36% being minority students.</p> <p>In the Academic Year 2020-2021, the Advising Center served approximately 674 students who enrolled, 43% being minority students.</p> <p>In the Academic Year 2021-2022, 177 students enrolled in Academic Career Enrichment (ACE); of that number, 79 were minority students. (44.6%)</p> <p>In the Academic Year 2022-2023, the Advising Center served approximately 537 students who enrolled, of those 220 or 40.97% were minority students.</p>	<p>On-going</p>	<p>The College employs three full-time Academic Advising Specialists to assist new and academically challenged students. Salaries for 3 positions: \$181,258.</p>
	<p>Arkansas Northeastern College requires all first-time degree-seeking students to take the Academic and Career Enrichment course. This course is designed to assist student adjustment from high school to college. It focuses on necessary hard and soft skills,</p>	<p>In 2018-2019, 245 students enrolled in Academic Career Enrichment; 75% were successful, 92 or 37.6% were minority students, having a success rate of 72%.</p> <p>In 2019-2020, 246 students enrolled in Academic Career Enrichment; 76% were successful, 111 or 45.1% were minority</p>	<p>On-going</p>	<p>N/A</p>

Objective	Strategy	Indicators of success	Time Frame	Budget
	<p>introducing available support services, and preparing students with a foundation for academic success.</p>	<p>students, having a success rate of 74%</p> <p>In 2020-2021, 203 students enrolled in Academic Career Enrichment; 71% were successful, and 86 or 42.3% were minority students, having a success rate of 72%. The Covid Pandemic impacted student enrollment during this year.</p> <p>In 2022-2023, 177 students enrolled in Academic Career Enrichment; 61% were successful, and 79 or 44.6% were minority students, having a success rate of 59%.</p>		
	<p>Arkansas Northeastern College provides Study Leaders to deliver tutoring and supplemental instruction in target classes. This service is available to all students.</p>	<p>An Academic Tutoring Coordinator directs group and individual tutoring. In addition, individual Study Leaders provide tutoring and supplemental instruction in target classes at the request of the student, instructor, or academic advisor.</p> <p>In the 2018 -2019 academic year, 75 students received supplemental instruction, 40% were a minority. The success rate for minority participants was 61%, compared to an 59% non-minority success rate.</p> <p>In the 2019-2020 academic year, 42 students received supplemental instruction, 35% were a minority. The success rate for minority participants was 66.7%, compared to a 66.7% non-minority success rate.</p> <p>In the 2020-2021 academic year no data is</p>	<p>On-going</p>	<p>Tutors and Supplemental Instruction: \$17,500</p>

Objective	Strategy	Indicators of success	Time Frame	Budget
		<p>available due to COVID-19 restrictions and campus closures.</p> <p>In the 2021-2022 academic year, 62 students received supplemental instruction 63% were a minority. The success rate for minority participants was 56.4%, compared to a 69.5% non-minority success rate</p> <p>In the 2022-2023 academic year, 89 students received supplemental instruction 40% were a minority. The success rate for minority participants was 52.2%, compared to a 55.4% non-minority success rate.</p>		

For the Community:

Objective	Strategy	Indicators of Success	Time Frame	Budget
The College has a community engagement program to conduct outreach initiatives to the entire service area, but in particular, to the minority community. The program is directed by the Vice President	VP oversees a Recruitment and Retention Outreach Plan for under-resourced students.	Implement activities, events, and programs to target individuals to meet the institutional goals outlined in the Community Relations Plan.	On-going	\$106,687 – (Vice President Salary)
	Hire a Full-time Success Navigator and a number of part-time Success Navigators to assist with implementing outreach initiatives. (African-American male)	Success Navigators report to the Vice President for Community Relations and are responsible for assisting prospective students from underserved student populations in all areas of student services as	On-going	\$48,842 (Success Navigator Salary)

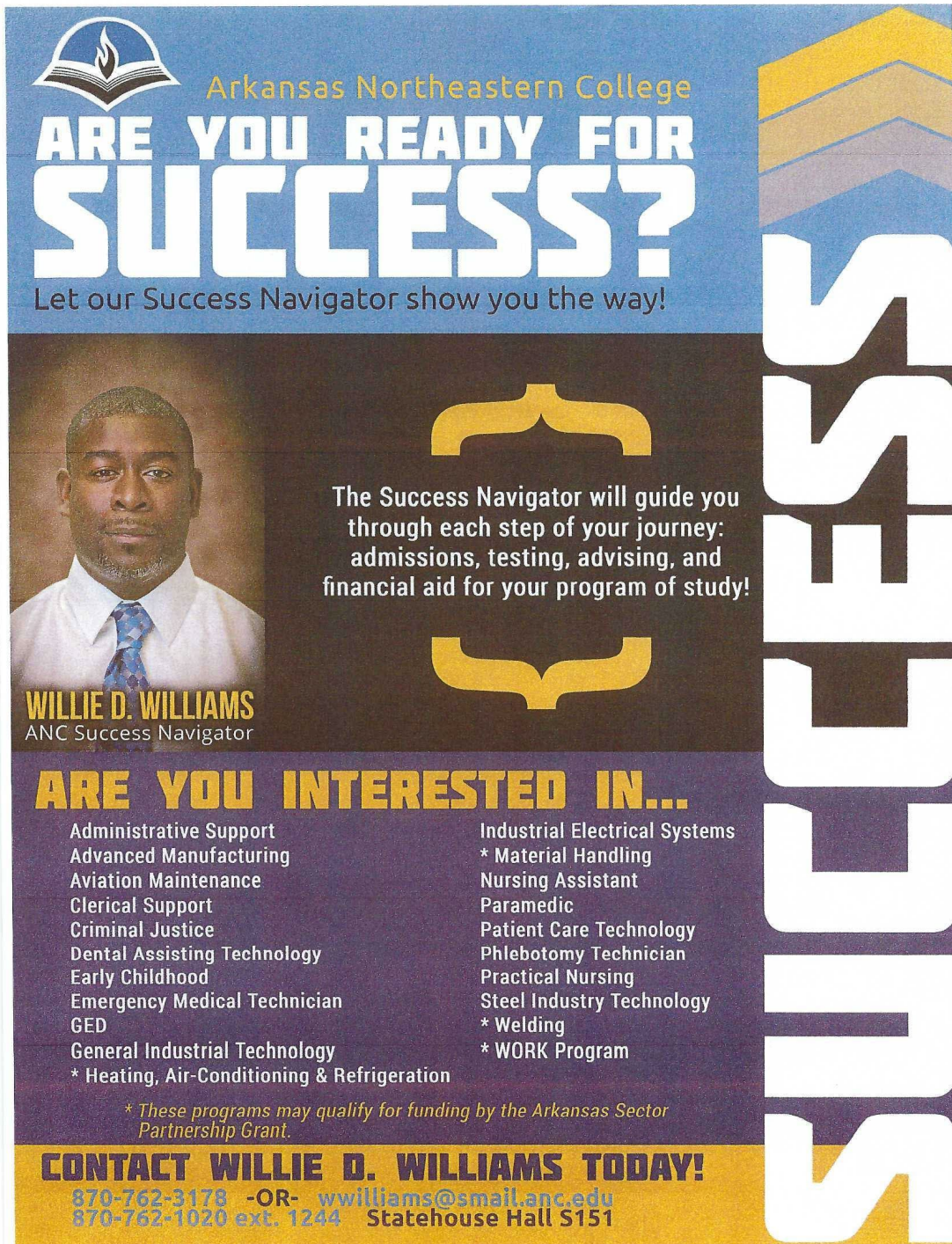
Objective	Strategy	Indicators of Success	Time Frame	Budget
for Community Relations, who is an African American female.	Part-time Success Navigator to assist with record-keeping and assisting with the recruitment of female students. (Caucasian female)	needed including, but not limited to, recruitment, admissions, student records, campus engagement, disability services, career services, advising, and helping students to connect with campus and community resources. (see attachment A) Maintain an attendance log of recruitment events to assist the Success navigator in calling prospective students and assisting with admissions documentation and records		\$13,680 (Part-time navigator salaries)
	Partner with USDA and SNAP E & T to develop a transportation/ Opportunity Bus Initiative for low-income students.	Develop a referral system with the Department of Human Services and the Department of Workforce Services to provide post-secondary education, job training, and adult education courses; 800 client referrals participated in the program for 2021-2022. The majority of clients served were African American. (see attachment B) This program is the free transportation or Opportunity bus initiative.	On-going	\$54,720 (Opportunity Bus drivers – 3 African Americans) \$13,680 (Clerical staff – 1 African American) \$110,032 Total Budget
	Mentoring and Retention Program: (Targeting SNAP E & T participants, Arkansas Works, WORK participants, Adult Education, and other economically challenged students).	Provide mentoring and retention services to under-resourced students. The Mentoring Program assists participants to set and reach their academic and career goals. (see attachment C) In 2022-2023, 59 volunteer mentors participated	On-going	\$25,000 (Part-time Males-African American male and Part-time Females Mentoring Coordinator-Caucasian female) \$1,000 in program materials


Objective	Strategy	Indicators of Success	Time Frame	Budget
		<p>27 Females</p> <ul style="list-style-type: none"> • 24 African Americans • 2 Caucasians • 1 Hispanic <p>32 Males</p> <ul style="list-style-type: none"> • 24 African Americans • 1 Caucasians <p>A total of 81 mentees participated in the program:</p> <p>50 Females</p> <ul style="list-style-type: none"> • 23 African Americans • 27 Caucasians • 1 Hispanics <p>31 Males</p> <ul style="list-style-type: none"> • 26 African Americans • 3 Caucasians • 2 Hispanics 		\$1,500 Outreach materials
	Create the Super Saturday student recruitment program	Conduct a series of “Fun Day” activities in low-income neighborhoods to recruit students throughout Mississippi County. (see attachment D)	April – August 2022-2023	\$3,000
	Juneteenth Festival	The Mississippi County Juneteenth celebration is held annually in June. Student recruitment is held during the festival. The celebration was held June 18 & 19, 2022.	June	\$1000
	Conduct an annual Black History Program to reflect on the past to highlight and promote positive educational outcomes within the	The annual program was held in February 2023. (see attachment E)	February	\$1,500

Objective	Strategy	Indicators of Success	Time Frame	Budget
	African American Community.			
	President's Council on Underserved Communities	An advisory program designed to assist the President and College in developing innovative strategies and best practices to better serve underserved communities and individuals within the College's service district. There are 45 members on the council. The majority are African Americans.	On-going	\$1,000
	Hispanic Student Outreach Part-time input clerk/interpreter- Hispanic female	On October 8, 2022, ANC celebrated our second National Hispanic Heritage Awareness Month (September 15 th to October 15 th). Every year in the United States, we honor the contributions of Latino and Hispanic communities with the celebration of National Hispanic Heritage month, highlighting their diversity, culture, and traditions. (see attachment F)	Oct 2019 On-going	\$13,680 (Hispanic Outreach Coordinator) \$1,500 (Student Outreach budget)
	Arkansas Delta Training and Education Consortium (ADWORC) Case Manager (African American female)	The function of this position is to assist students to overcome barriers to their success and to connect them with College and community resources.	Dec 2019 March 2023	\$33,551
	Record Sealing and Expungement Workshop	Because Community Relations targets the underserved community populations, the Success Navigator hosted a community-wide record sealing and expungement workshop at ANC for individuals needing this service to	September 17, 2023	(Success Navigator Community Relations Staff)

Objective	Strategy	Indicators of Success	Time Frame	Budget
	Cinco-de-Mayo	<p>receive better employment opportunities. 13 individuals were served, (9) African Americans (4) 37% were Caucasian. (see attachment G)</p> <p>Hosted an event to celebrate Hispanic culture an contributions to American society. (see Attachment H)</p>	May 4, 2023	


Attachment A



 Arkansas Northeastern College

ARE YOU READY FOR SUCCESS?

Let our Success Navigator show you the way!



WILLIE D. WILLIAMS
ANC Success Navigator

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

ARE YOU INTERESTED IN...

Administrative Support	Industrial Electrical Systems
Advanced Manufacturing	* Material Handling
Aviation Maintenance	Nursing Assistant
Clerical Support	Paramedic
Criminal Justice	Patient Care Technology
Dental Assisting Technology	Phlebotomy Technician
Early Childhood	Practical Nursing
Emergency Medical Technician	Steel Industry Technology
GED	* Welding
General Industrial Technology	* WORK Program
* Heating, Air-Conditioning & Refrigeration	

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

CONTACT WILLIE D. WILLIAMS TODAY!
870-762-3178 -OR- wwilliams@smail.anc.edu
870-762-1020 ext. 1244 Statehouse Hall S151

SUCCESS

Attachment B

ARKANSAS NORTHEASTERN COLLEGE
**OPPORTUNITY
BUS BUS ROUTES**

BLYTHEVILLE

MONDAY-THURSDAY MORNING PICK-UP SCHEDULE

Leave ANC

Church of God 1400 Ruddle Rd
McHaney Housing Authority 919 Harrison St.
Hays Store 605 W. Moultrie Dr.
Cherry Tree Fuel Station 1044 Chickasawba
Healthy Partners 605 North 2nd St.
Word of Truth Global Min. 415 Tennessee St.
Mississippi County Union Mission 400 East Walnut
Pear Tree Apt. 801 S. Ruddle Road
First Missionary Baptist Church 600 E. McHaney St.
New Mount Olive M.B. 534 Maple St.

RETURN TO ANC

MONDAY-THURSDAY AFTERNOON DROP-OFF SCHEDULE

2:30

MISSOURI / GOSNELL

MONDAY-THURSDAY MORNING PICK-UP SCHEDULE

7:00 Leave ANC

7:02 COOTER, MO
7:05 City Hall 1811 State Highway
7:07
7:12 STEELE, MO
7:17 First Street Apt. 515 N. 1st St. Apt. Complex
7:22 Pentecostal Church of God 120 Smith Street
7:25
7:31 HOLLAND, MO
7:33 Holland Baptist Church 211 4th Street
7:37

7:42

GOSNELL

Dr. Cato Vet. 837 AR-181
Ramey Center 4100 Lansing St.
Community Center 307 South Airbase Highway

RETURN TO ANC

MONDAY-THURSDAY AFTERNOON DROP-OFF SCHEDULE

2:30



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

ARKANSAS NORTHEASTERN COLLEGE

OPPORTUNITY BUS *BUS ROUTES*

JOINER / BASSETT / WILSON / OSCEOLA / LUXORA

MONDAY-THURSDAY MORNING PICK-UP SCHEDULE

Leave ANC 7:00

JOINER

First Baptist M.B. Church 512 Whitaker St. 7:35

BASSETT

Food & Fuel Station 306 Highway 61 7:42

WILSON

Greater Macedonia 50 S. Jefferson St. 7:50

OSCEOLA

Housing Authority 100 Wingfield 8:10

Living Word COGIC 503 West Semmes 8:15

New Mt. Pleasant 522 S. Broadway 8:23

Tabernacle M.B. Church 210 Watson St. 8:30

Pilgrim Rest 9075 Pearl St. 8:36

LUXORA

Charles Strong Community Center 620 West Canal 8:42

Citgo Service Station 115 US Highway 61 8:47

RETURN TO ANC 9:05

MONDAY-THURSDAY AFTERNOON DROP-OFF SCHEDULE

2:30

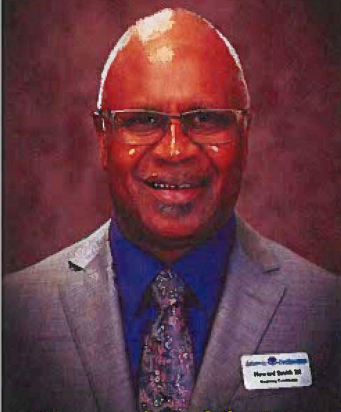


2501 S. DIVISION ST. BLYTHEVILLE, AR | 870-780-1205

Attachment C

ARKANSAS NORTHEASTERN COLLEGE
Mentoring Coordinators

Let our Mentoring Coordinators help shape your future!



Howard Smith, III

The Mentoring Coordinator matches mentees with trained, experienced and knowledgeable mentors who provide guidance, motivation, and positive role modeling that will build character, enhance soft skills and position the mentee for job and career success.



Evelyn Clark

- Offers "Empowering Workshops" promoting personal and professional growth
- Emphasizes 5 Key Pillars of Success - (1) Employability, (2) Financial Literacy, (3) Goal Setting and Study Skills, (4) Health and Wellness, and (5) Grit
- Provides access to in-house "Career Closet" that provides professional attire for job interviews
- Provides resources and referrals for employment assistance and health services
- Provides training for community mentors

870-780-1202 | 870-762-1020 ext. 1930
hsmith@smail.anc.edu | eclark@smail.anc.edu

Attachment D



The poster features a large circular logo at the top with a blue background and white text. The logo contains the college's name, a book icon with a flame, and the text 'JOIN US FOR A FREE FUN DAY'. Below the logo, the event details are presented in a dark blue box with white and yellow text. At the bottom, a green banner contains contact information.

ARKANSAS NORTHEASTERN COLLEGE

JOIN US FOR A FREE
FUN DAY

Arkansas Northeastern College in partnership with
**KIPP COLLEGIATE
HIGH SCHOOL**
1200 BYRUM ROAD | BLYTHEVILLE, AR

WHERE: KIPP Collegiate High School
WHEN: April 14, 2023 • 1:00PM-4:00PM

**THERE WILL BE FOOD, DOOR PRIZES,
GAMES, and ANC STUDENT RECRUITMENT**

Find out more about ANC's educational programs, FREE G.E.D. classes,
and job training opportunities
For more info, contact ANC Success Navigator Willie Williams
870-623-5521



The poster features a large circular logo at the top with a blue background and white border. The logo contains the text "ARKANSAS NORTHEASTERN COLLEGE" around the top edge, "JOIN US FOR A FREE" in white, and "FUN DAY" in large yellow letters in the center. Below the logo is a dark brown rectangular box with white and yellow text. At the bottom of the box is a blue banner with white text.

ARKANSAS NORTHEASTERN COLLEGE
JOIN US FOR A FREE
FUN DAY

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

WHERE: Gosnell Community Center
WHEN: April 22, 2023 • 2:30PM-6:30PM

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

Find out more about ANC's educational programs, FREE G.E.D. classes,
and job training opportunities
For more info, contact ANC Success Navigator Willie Williams
870-623-5521

Attachment E


ARKANSAS NORTHEASTERN COLLEGE

BLACK

HISTORY MONTH EVENT
HOSTED BY ANC COMMUNITY RELATIONS


Living the
LEGACY

FEBRUARY 23, 2023 | 10AM
ADAMS/VINES RECITAL HALL



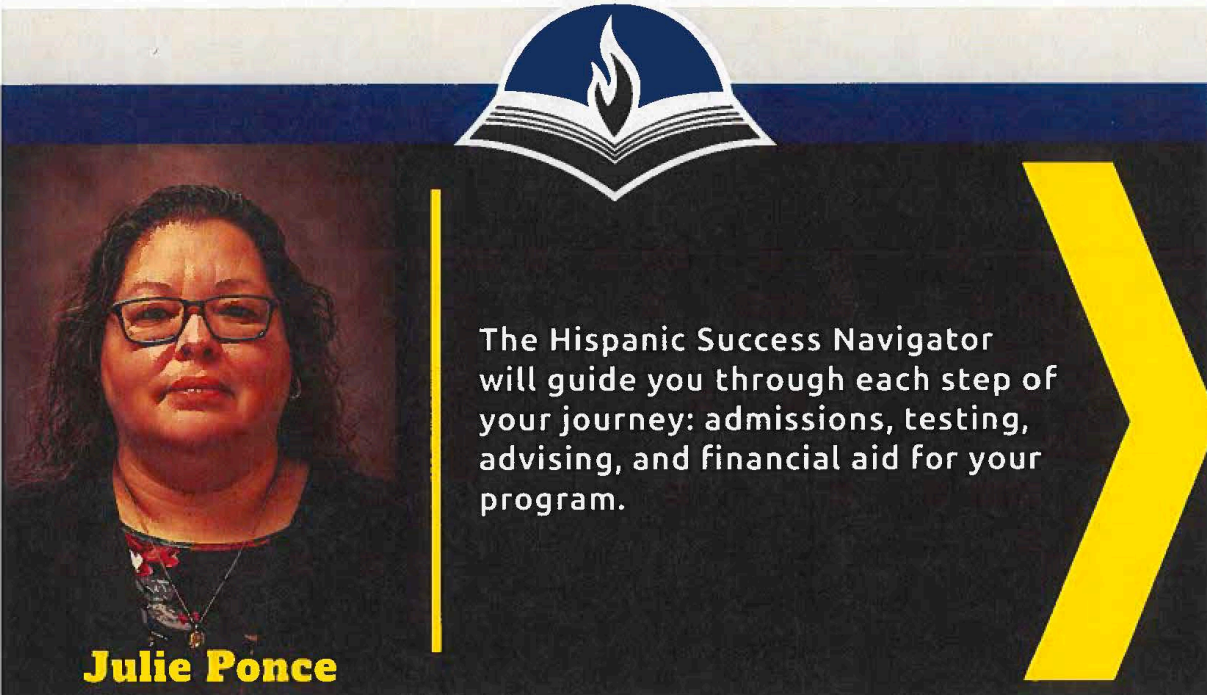
KEYNOTE SPEAKER
**MAYOR
JAMES W.
SANDERS**

FREE & OPEN TO THE PUBLIC



Attachment F

ARKANSAS NORTHEASTERN COLLEGE
Hispanic Success Navigator
Accomplish Your Dreams!



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

Julie Ponce

Do you have interest in any of the following programs...

- | | |
|--|-------------------------------|
| Administrative Support | Industrial Electrical Systems |
| Advanced Manufacturing | Industrial Manufacturing |
| Aviation Maintenance | Material Handling* |
| Clerical Support | Nursing Assistant |
| Criminal Justice | Paramedic |
| Dental Assisting Technology | Phlebotomy Technician |
| Early Childhood | Practical Nursing |
| Emergency Medical Technician | Steel Industry Technology |
| General Industrial Technology | WORK Program* |
| Heating, Air-Conditioning & Refrigeration* | |

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

870-762-1020 ext. 1177 | jponce@smail.anc.edu

Attachment G



ARKANSAS NORTHEASTERN COLLEGE
OFFICE OF COMMUNITY RELATIONS

INFORMATIONAL/ ENGAGEMENT FAIR

PROBATION & PAROLE PARTNERED WITH ANC

THURSDAY

MARCH 30, 2023
10AM-2PM

MISSISSIPPI COUNTY JUVENILE OFFICE
845 E. MAIN ST. | BLYTHEVILLE, AR

Representatives for the following programs/offices will be available:

W.O.R.K. Program • Adult Education
Literacy Council • Success Navigator

Attachment H

ARKANSAS NORTHEASTERN COLLEGE



Cinco de Mayo Event
Sponsored by ANC Community Relations

Thursday | May 4, 2023
10am-1pm (Drop-in) | Sullins Building A101
2501 S. Division St. Blytheville, AR

There will be food and music, and this event is a celebration of the contributions of people with Hispanic heritage to this great country.



Minority Recruitment
and
Retention
Annual Report



**ARKANSAS STATE
UNIVERSITY
BEEBE**

BEEBE • HEBER SPRINGS • LRAFB • SEARCY

For the Academic Year
July 1, 2023-June 30, 2024

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

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Chancellor's Statement

Founded in 1927, ASU-Beebe has a long history as a student-centered comprehensive community college dedicated to meeting the needs of our students and communities with high quality programs in an atmosphere of service. As an open admission institution, we embrace "Student Success, Integrity, Diversity, Quality, and Community" as our core values. Our cadre of student support services, small class sizes, and caring faculty are some of the "special touches" students find when they attend our institution.

ASU-Beebe recognizes that each individual brings unique life experiences and talents to our college community, and that diversity of perspective and experience enriches the learning, working, and living environment for all. We seek to nurture inclusion. We are committed to providing equity for all students, faculty and staff. We place special emphasis on the recruitment of minority faculty, staff and students.

Jennifer Methvin
Chancellor
Arkansas State University-Beebe

ASU-Beebe Long Range Planning

Beginning in 2009-2010, ASU-Beebe revised and updated its mission, vision, and core values. During these planning processes, the University made special efforts to consider diversity, global awareness, and the recruitment and retention of minority students, faculty, and staff. The mission, vision, and core values are regularly reviewed through a comprehensive process at the college that involves a variety of internal and external groups. The most recent iteration of these documents was approved by the Arkansas State System Board of Trustees in May 2018 and are reflected below. ASU-Beebe's practice is to continually revise and update its strategic plan, as necessary, to further its mission, vision, core values, and institutional needs.

Mission

Transforming Lives Through Quality Learning Experiences

Vision

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

Core Values

ASU-Beebe is a community of individuals working together to accomplish a common mission and vision. The following core values provide the foundation that guides the way in which our mission is accomplished and our vision will be achieved.

- *Student Success*
- *Integrity*
- *Diversity*
- *Quality*
- *Community*

Summary of Act 1091

Act 1091 of 1999 requires all state-supported colleges and universities to establish a program for the retention of members of minority groups as students, faculty, and staff. Under the Act, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

The requirements of the Act are:

Each institution must annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report must include information relative to students, faculty, and staff within the institution. (The complete text of Act 1091 of 1999 is included in Appendix A.)

Annual Minority Recruitment and Retention Report Requirements

ASU-Beebe's Minority Recruitment and Retention annual report is submitted to include the information required by the Arkansas Department of Higher Education. These items include:

- Number of minority students, by minority group, who currently attend the institution.
- Number and position title of minority faculty and staff who currently work for the institution.
- Number of minority, by minority group, full-time faculty who currently work for the institution.
- Number of minority adjunct faculty who currently work for the institution.
- Number and position title of minority faculty and staff who began working at the institution in the past year.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
 - New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
 - Timeline, budget, and methods used to assess and monitor progress.

ASU-Beebe provided focused actions and activities during this academic year for the recruitment and retention of minorities. The following is a summary of activities relevant to minority recruitment and retention for academic year July 1, 2022 through June 30, 2023. In addition, this report also indicates strategies and action plans ASU-Beebe intends to employ to increase minority student, faculty, and staff recruitment and retention over the next five years. As we have continued to implement and refine our goals regarding diversity, global awareness, and minority recruitment and retention, we have continually improved our data collection and analysis. We strive to provide learning opportunities for students, to offer challenging and fulfilling employment for personnel, and to deliver meaningful service to the communities we serve.

Students

Number of Minority Students, by Minority Group, Who Currently Attend the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for tracking and consistency purposes.)

2022-2023 Total Student Count by Race

Race	Number	Percentage
Caucasian	3120	80.8%
African American	232	6.0%
Hispanic American	247	6.4%
Asian American	36	0.9%
Native American	26	0.7%
Hawaiian	1	0.1%
Nonresident Alien	2	0.1%
Two or More Races	129	3.3%
Unknown	67	1.7%
Total	3860	

Source: Office of Institutional Research, ASU-Beebe, June 2023

Faculty and Staff

Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2022-2023 Total Faculty & Staff Count by Race

Race	Number	Percentage
Caucasian	323	91.5%
African American	11	3.1%
Hispanic American	4	1.1%
Asian American	3	0.9%
Native American	0	0.0%
Hawaiian	1	0.3%
Nonresident Alien	0	0.0%
Two or More Races	11	3.1%
Unknown	0	0.0%
Total	353	

Source: Human Resources Office, ASU-Beebe, June 2023

The following table provides the position title, race, and status of faculty and staff who have worked for ASU-Beebe during the 2022-2023 academic year.

2022-2023 Minority Faculty & Staff by Position

Position	Race	Status
Academic Advisor/Outreach Spec.	African American	Full-Time
Administrative Analyst	Two or More Races	Full-Time
Assistant Professor	Two or More Races	Full-Time
Assistant Professor	Asian American	Full-Time
Assistant Professor	Two or More Races	Full-Time
Computer Lab Tech	Two or More Races	Full-Time
Computer Support Tech	Two or More Races	Full-Time
Coordinator of Student Recruitment	Hispanic American	Full-Time
Counselor	African American	Full-Time
Counselor	Asian	Full-Time
Director of Public Relations & Marketing	Two or More Races	Full-Time
Director of Student Financial Aid	Hispanic/Latino	Full-Time
Director of Campus Operations	African American	Full-Time
Extra-Help	Asian	Part-Time
Extra-Help	Two or More Races	Part-Time
Extra-Help	African American	Part-Time
Extra-Help	African American	Part-Time
Extra-Help	Hispanic American	Part-Time
Extra-Help	Hispanic American	Part-Time
Extra-Help	Hispanic American	Part-Time
Extra-Help	Hispanic American	Part-Time
Extra-Help	Hispanic American	Part-Time
Extra-Help-IWS	Two or More Races	Part-Time
Extra-Help-IWS	African American	Part-Time
Extra-Help-IWS	African American	Full-Time
Extra-Help-IWS	African American	Full-Time
Extra-Help-IWS	African American	Part-Time
Extra-Help-IWS	African American	Part-Time
Extra-Help-IWS	African American	Part-Time
Extra-Help-IWS	African American	Part-Time
Extra-Help-IWS	Hispanic American	Part-Time
Extra-Help-IWS	Hispanic American	Part-Time
Extra-Help-IWS	Hispanic American	Part-Time
Extra-Help-IWS	Hispanic American	Part-Time
HEI Program Coordinator	Hispanic American	Full-Time

Instructor 12 Months	Two or More Races	Full-Time
Instructor 9 months	Asian	Full-Time
Instructor 9 months	Two or More Races	Full-Time
Instructor 9 months	African American	Full-Time
Maintenance Assistant	Two or More Races	Full-Time
Part-Time Faculty	Two or More Races	Part-Time
Part-Time Faculty	Two or More Races	Part-Time
Part-Time Faculty	Two or More Races	Part-Time
Part-Time Faculty	Two or More Races	Part-Time
Part-Time Faculty	Two or More Races	Part-Time
Part-Time Faculty	African American	Part-Time
Records Coordinator	Asian American	Part-Time
Project Program Director	Hawaiian	Part-Time
Project Program Specialist	Hispanic/Latino	Full-Time
Public Safety Officer	Two or More Races	Full-Time
Public Safety Officer	African American	Full-Time
Student Accounts Coordinator	African American	Full-Time
Student Center Asst Manager	African American	Full-Time
Student Development Specialist	African American	Full-Time
Student Development Specialist	Two or More Races	Full-Time
Workforce Specialist	African American	Full-Time

Source: Human Resources Office, ASU-Beebe, June 2023

Number of Minority, by Minority Group, Full-Time Faculty Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2022-2023 Full-Time Faculty Count by Race

Race	Number	Percentage
Caucasian	86	93.4%
African American	1	1.1%
Hispanic American	1	1.1%
Asian American	2	2.2%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	2	2.2%
Unknown	0	0.0%
Total	92	

Source: Human Resources Office, ASU-Beebe, June 2023

Number of Minority Adjunct Faculty Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2022-2023 Adjunct Faculty Count by Race

Race	Number	Percentage
Caucasian	70	92.1%
African American	1	1.3%
Hispanic American	0	0.0%
Asian American	0	0.0%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	5	6.6%
Unknown	0	0.0%
Total	76	

Source: Human Resources Office, ASU-Beebe, June 2023

Number and Position Title of Minority Faculty and Staff Who Began Working at the Institution in the Past Year.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2022-2023 New Hires by Race

Race	Number	Percentage
Caucasian	46	83.6%
African American	2	3.6%
Hispanic American	1	1.8%
Asian American	2	3.6%
Native American	1	1.8%
Hawaiian	0	0%
Nonresident Alien	0	0%
Two or More Races	3	5.6%
Unknown	0	0%
Total	55	

Source: Human Resources Office, ASU-Beebe, June 2023

The following individuals were hired from July 1, 2022 to date:

2022-2023 New Minority Hires

Position	Race	Status
Administrative Analyst	Two or More Races	Full-Time
Director of Public Relations & Marketing	Two or More Races	Full-Time
Director of Student Financial Aid	Two or More Races	Full-Time
Extra-Help	African American	Part-Time
Extra-Help	Hispanic American	Part-Time
Extra-Help	Asian American	Part-Time
Extra-Help	Two or More Races	Part-Time
HEI Program Coordinator	Hispanic American	Full-Time
Instructor (9)	Asian American	Full-Time
Part-Time Faculty	Two or More Races	Part-Time
Part-Time Faculty	Two or More Races	Part-Time
Project Program Specialist	Hispanic American	Full-Time
Student Development Specialist	African American	Full-Time

Source: Human Resources Office, ASU-Beebe, June 2022

Annual Progress Summary

Progress Made In Meeting Institutional Goals and Objectives Related To The Recruitment and Retention of Minority Students, Faculty, and Staff.

As part of the Minority Recruitment and Retention Plan, ASU–Beebe has established the following goals for the recruitment and retention of minority students, faculty, and staff:

- Goal 1: Develop and implement strategies to recruit and retain minority faculty, staff, and administrators.
- Goal 2: Implement the core value of “diversity and global awareness” throughout the individual departments and academic units of ASU-Beebe.
- Goal 3: Actively recruit and retain minority students.
- Goal 4: Promote a campus environment that is minority-friendly.

Goal 1: Develop and Implement Strategies to Recruit and Retain Minority Faculty, Staff, and Administrators.

The following is a summary of actions taken regarding Goal 1:

- The Diversity & Inclusion Committee continues to evaluate ways for the college to enhance recruiting activities for faculty, staff and students while creating an inclusive culture for all.
- ASU-Beebe is increasing recruitment activities to minority-serving institutions.
 - The Office of Human Resources (HR) continually maintains working relationships with other minority serving colleges and universities.
 - ASU-Beebe continues to partner with sister institutions of higher education who primarily serve minority communities to identify qualified minority talent.
 - ASU-Beebe has participated in mock interviews and information sessions with students from Philander Smith College, a historically black college.
- ASU-Beebe advertises employment opportunities in publications directly serving minority populations. Additionally, we publish appropriate job openings with specific trade publications in order to recruit the best talent pool possible.
 - Positions are posted in the Sunday classified ads of the *Arkansas Democrat/Gazette* which reaches a minority serving population of 54% as of the 2010 census.
 - HR currently advertises open positions in the following minority-serving publications:
 - *The National Minority Update*
 - *Minority Times*
 - *Diversity News*
 - *Holá Arkansas*
 - Additionally, the University subscribes to job advertisement packages with the following publications which include diversity focused options:
 - *Chronicle of Higher Education*
 - HigherEdJobs.Com

- ASU-Beebe created recruitment materials that indicate a close proximity to the Little Rock metropolitan area and reflect a diverse population.
 - When attending job fairs, information and promotional materials are included showcasing Beebe's close proximity to the Little Rock metropolitan area. This proximity is also highlighted on the HR webpage.
- ASU-Beebe trains search committees on proper hiring processes using objective and good-faith evaluation of the candidate's qualifications.
 - HR trains search committees on an ongoing and continual basis.
 - Search committees are trained, as needed, to rate and rank applicants based upon occupational qualifications using fair and objective rating criteria, job descriptions, and necessary educational requirements.
 - The Director of HR and/or the Recruitment Specialist qualify each pool of candidates by screening for minimum requirements, such as identified experience and education.
 - All appropriate materials are submitted to HR, including objective rating grids, for review before a final employment offer is made.
 - Specific Professional Development programs are offered to ASU Beebe campus employees; and, minority employees are encouraged to participate.
- ASU-Beebe recruits minority adjunct instructors to apply for permanent teaching positions as they become available.
 - All departments/disciplines are strongly encouraged to post pool positions in order to allow the full recruitment of candidates for adjunct teaching positions.
- ASU-Beebe created implicit bias training for the 2022-2023 Academic Year with the majority of employees completing training.

Goal 2: Implement the Core Value of "Diversity" Throughout the Individual Departments and Academic Units of ASU-Beebe.

The following is a summary of actions taken regarding Goal 2:

- ASU-Beebe strives to emphasize diversity and global awareness issues across the curriculum. The University continues to offer existing courses and establish new courses that expose all students to diversity issues. Specific courses include, but are not limited to: American Minorities, Cultural Anthropology, Social Problems, Principles of International Relations, Native American History, World Literature I, and World Literature II.
- The library collection provides works on a variety of cultures. In addition, videos and DVDs requested by minority students have been ordered and are available for use. Likewise, the library's excellent Interlibrary Loan Service ensures that virtually any requested item can be made available to students free of charge. Abington Library also participates in the Arklink Library Consortium, which allows ASU-Beebe students and employees to check out library materials from any participating Arkansas college or university.
- The Faculty Handbook states that "We promote the concept of academic freedom in university discussions, publications, classes, student affairs forums, and committees. Arkansas State University-Beebe recognizes that academic freedom is essential to the development of knowledge and understanding and encourages and protects freedom of inquiry in the responsible and lawful pursuit of these goals through research and publication and through teaching, learning, and discussion in academic endeavors. By extension, minority students' pursuit of knowledge and research is supported and encouraged."
- The Concert-Lecture Series included diversity offerings once again in the 2022-2023 season. The University plans to continue the concert/lecture season's multicultural

- palette for the future.
- Annual professional development training includes diversity related topics and exercises to allow a better understanding of diversity and inclusivity.
 - The University allocates funds to promote minority recruitment and retention, including but not limited to the following:
 - As previously stated, HR advertises employment opportunities in a variety of publications, including those directly serving and/or targeting minority populations.
 - HR also conducts search committee training for proper objective hiring procedures.
 - Students are recruited at various locations and events around the state, which is funded by the University (see Goal 3).
 - ASU-Beebe also funds various academic and co-curricular support systems to help achieve better retention rates, including minorities: multiple learning centers, Student Success Center, textbook rental program, and the Microsoft Office Suite subsidy (see Goal 3).
 - Furthermore, the institution receives and administers several grants to this end: TRiO Programs, Path to Accelerated Completion and Employment (PACE), Complete College America (CCA), Upward Bound, and Career Pathways (see Goal 3).
 - Fall and spring leadership training for Resident Assistants and Leadership Council representatives included diversity and inclusion tracks.
 - The Student Government Association promotes the “Black Excellence Association”. A registered student organization with the mission to “encourage and promote awareness of the cultural diversity on the ASU-Beebe campus through providing programming, networking, and enhancing the educational experience of African-American students while attending ASU-Beebe.”
 - The Office of Student Life has expanded its student leadership program to be more inclusive. Open to any student with a GPA of 2.50 or higher, Student Leadership Experience (SLE) is designed to provide personal and impactful opportunities for students to create individual leadership development plans. During the semester, students work in small peer groups and meet seven (7) times over the course of the semester.
 - The Office of Student Life has adopted Residential Curriculum to provide more intentional guidance in the operations of Housing and Campus Living programming. The curriculum places an emphasis on four identified co-curricular learning outcomes including, *Respect for Self and Others*. Specific learning outcomes include:
 - R.1 – Students will be able to recognize individual identities and their role with the residential community.
 - R.2 – Students will be able to relate social justice and inclusion concepts to the residential community.
 - R.3 – Students will be able to recognize the importance of building and sustaining positive relationships with others.
 - R.4 – Students will be able to apply self-advocacy skills in management of life tasks.
 -
 - The Office of Student Life has utilizes the A.R.C.H. Campus Life Curriculum to strategical design campus life to intentional guide students through an out-of-the-classroom experience that supports co-curricular learning. The curriculum places an emphasis on four identified co-curricular learning domains including, *Respect for Self and Others*. Specific learning outcomes include:
 - R.1 - Students will be able to recognize individual identities and their role within the residential community.

- R.2 - Students will be able to relate social justice and inclusion concepts to the residential community.
- R.3 - Students will be able to recognize the importance of building and sustaining positive relationships with others.
- R.4 - Students will be able to apply self-advocacy skills in management of life tasks.
- In 2019, the Office of Student Life expanded its student leadership program to be more inclusive. Open to any student with a 2.50 or higher, Student Leadership Experience (SLE) is designed to provide personal and impactful opportunities for students to create individual leadership development plans. During the semester, students work in small peer groups and meet seven (7) times over the course of the semester. 2022-13 had 71 participates in voluntary program, of which 43 complete the program.
- First-year Leadership Summit, held on August 13, all new student were invited to join Student Leadership Scholars to learn more about engaging in campus life and the college's Student Leadership Experience (SLE) initiatives. The First Year Leadership Summit will focus on introducing new students to campus leaders, overview engagement and leadership opportunities, and a brainstorming session for fall campus activities better preparing new students to be fully-engaged in student community before classes began.
- August 10-17, Office of Student Life hosts training for student Resident Assistants. The week-long exercise includes training on housing operations, leadership development, customer service, and support of the residential communities diverse population and needs. These session help prepare resident assistants for creating a welcoming and supporting environment for on-campus students.
- Ensuring student activities provides students the opportunity to engage with multicultural experiences, including:
 - Comedian Cyrus Steele (Tue, Aug 23) – national recognized African-American performer how has recently performed on FOX and NBC's "America's Got Talent".
 - The Vanderbilt Melodores – (Thu, Sep 22) – a global group of student performers from Vanderbilt University are the only collegiate champions in the history of the hit show, The Sing-Off, the Melodores pride themselves in their ability to balance student life at Vanderbilt with extraordinary musical integrity.
 - What's Your Cupcake? – (Thu, Sep 15) –Housing staff led a unique interactive program, where students decorated a cupcake that they felt best represented themselves and then wrote a brief description on how it represents them, while they learned about appreciate differences with others.
 - Colors of Leadership – (Tue, Sep 20) –Housing staff led an activity to assist in uncovering students' personality spectrum and discovering their natural leadership traits in a fun interactive program.
 - Tie Dye-versity – (Tue, Sep 27) – Join Housing staff led an activity on the appreciation of differences. Residents created their own “diversitee” by making tie-dye t-shirts. Each color represented a different part of their identity, that will be selected during the moderated conversation about diversity.
 - Halloween Lecture – (Mon, Oct 31) – Each year the ASU-Beebe Lecture-Concert series partners with a faculty member to lecture about a topic Halloween themed. This year the faculty member was Romanian-national Ticu Gamalie on this history of Dracula.
 - International Week – (Nov 14 - Nov 18) Each year, SGA celebrates humanity's diversity through an entire week dedicated to exposing students to diverse cultures. In partnership between the Student Government Association, the Office of Student Life, ASUB Dining Services, and the Global Awareness Committee, each day between November 14-18 the college cafeteria will feature food from a specified country, while Student Life will host activities featuring aspects of culture groups from that country. Events included:

- Japan Day: Origami & Calligraphy - On Mon, Nov 1, Student Life hosted interactive demonstrations of the ancient Asian art technique of origami and calligraphy.
- India Day: Henna Body Art - On Tue, Nov 15, Student Life hosted interactive demonstrations of the ancient Middle Eastern body art technique of henna.
- Ghana Day: Trade Bead Art - On Wed, Nov 16, Student Life hosted interactive demonstrations of the ancient West African art technique and tradition of trade beads.
- Global Awareness Day: International Travel Session - On Thu, Nov 17, Student Life will be partnered with the Faculty Global Awareness Committee to host a series of “show-and-tell” style presentations from faculty members about traveling aboard.
- Turkey Day: Ebru Marbling Paper Art - On Fri, Nov 18, Student Life hosted interactive demonstrations of the ancient Turkish art technique of Ebru marble paper art.
- El Salvadoran Thanksgiving – (Fri, Nov 18) – The student honor society, Phi Theta Kappa, hosted a public video presentation with El Salvadoran students attending the Universidad Católica de El Salvador. Both ASU-Beebe students and CUES students shared Thanksgiving traditions.
- Nepal & Global Awareness – (Wed, Nov 30) – The student honor society, Phi Theta Kappa, hosted a public video presentation with Mr. Saroj Nepal, National Program Coordinator for the United Nations Capitol Development Fun (UNCDF) to discuss Nepali culture and in local economic development and green growth.
- Garry Burnside Concert – (Thu, Jan 26) – African-American performer Garry Burnside grew up playing in juke joints, and venues all over the world with his father, RL Burnside the famous American blues singer and Jr. Kimbrough.
- African-American History Month – (Feb 2023) – ASU-Beebe community to celebrate African-American History throughout the month of February. The month’s activities are organized in partnership between the Office of Student Life, the Student Activities Council (a student-led committee advising on-campus activities), the Warren Harshaw Diversity Committee (a student-led diversity committee named after ASUB’s first African-American student), the Student Leadership Experience, and the Black Excellence Association (a student organization). Events included:
 - Arkansas African-American Historical Display – (all month long) – During the month of February, the Warren Harshaw Diversity Committee will be highlighting historical African-Americans from Arkansas history in a display that will be installed in the Dr. Eugene McKay Student Center.
 - Game Show Lunch: Black History Jeopardy! – (Mon, Feb 6) – During the two-hour lunch in the dining hall, the Student Activities Council invited students to compete in a trivia competition in which contestants are presented with general knowledge clues about African-American history in the form of answers, for the chance to win prizes.
 - A screening of Black Panther: Wakanda Forever (2022) – (Wed, Feb 8) – The second film in the Black Panther series, the first major superhero franchise centered on an African-American cast. As the Wakandans strive to embrace their next chapter, the heroes must band together with Nakia and Everett Ross to forge a new path for their beloved kingdom.
 - Game Show Lunch: Arkansas Black History Trivia – (Mon, Feb 13) – During the two-hour lunch in the dining hall, the Student Activities Council invited students to compete in a trivia competition in which contestants are

- presented with general knowledge clues about African-American history in the form of answers, for the chance to win prizes.
- Soul Food Day – (Wed, Feb 15) – Great Western Dining served a “Soul Food” menu in partnership with Black Excellence Association and the Student Activities Council.
 - “The Wall of Hate,” – (Feb 20-24) – Each day this week the campus Grove volunteers helped students decorate a cinder block wall with names/ words they have been called, ways they have felt discriminated against, or hurt they have experienced. This program was organized to provide students a positive outlet to express/ reclaim hate they have experienced. On Friday of the week, there was a ceremony where students came together to tear down the Wall of Hate “built” earlier in the week.
 - Buffalo Soldiers Lecture – (Mon, Feb 20) - African-American instructor Charles "Coach" Burns held a public lecture entitled, "Buffalo Soldier: Warriors and Social Pioneer." Buffalo Soldiers originally were members of the 10th Cavalry Regiment of the United States Army, formed on September 21, 1866, at Fort Leavenworth, Kansas. This nickname was given to the Black Cavalry by Native American tribes who fought in the Indian Wars.
 - “How Diverse is Your Universe?” – (Thu, Feb 23) – In partnership with the Black Excellence Association, the Dean of Students hosted participants that engaged with each other in two separate activities that will encourage open dialogue about diversity and inclusion in everyday life. Students asked questions related to what types of people they encounter in their daily life and how diversity improves their experiences.
 - Peace Walk – (Fri, Feb 24) – In partnership with the Black Excellence Association, Student Government invited faculty, staff, and students to march in solidarity for peace/ cooperation and against hate/ discrimination. Like the marches of the Civil Right movement, Peace Walks hoped to be a symbol of campus unity. The Peace Walk will started at the Student Center Courtyard and end at the Wall of Hate in the Grove.
- Student Leadership Civil Rights Experience – (Sat, Feb 18) – The Office of Student Life traveled with 12 students to Memphis, TN on a national Civil Rights field experience, as part of the Student Leadership Experience. The field experience included visits to the National Civil Rights Museum, the Slave Haven Underground Railroad House, the Rock ‘n’ Soul Museum, and a showing of the stage performance of the Broadway touring production of Tina! The Tina Turner Musical.
 - Women’s History Month – (Mar 2023) – ASU-Beebe community to celebrate Women’s History throughout the month of March. The month’s activities are organized in partnership between the Office of Student Life, the Student Activities Council (a student-led committee advising on-campus activities), the Warren Harshaw Diversity Committee (a student-led diversity committee named after ASUB’s first African-American student), and the Student Leadership Experience. Events included:
 - Women’s Hygiene Products Drive – Warren Harshaw Diversity Committee organized a women’s hygiene product drive for the campus Food Pantry during the month of March 2023. The drive collected 500+ items accessible to any ASUB students..
 - Women's History Book Read & Talk – During the month of March students, faculty, & staff were encouraged to by picking up a free and read a copy of "Why They Marched." March 30, Student Government and

- Warren Harshaw Diversity Committee, hosted a discussion reviewing the book.
- Thank You Women Quilt Project – Throughout the month of March, Beebe campus students and employees were invited to leave a thank you message to a woman in their life. The messages will be added to a quilt that will be displayed on campus.
 - Women's History Jeopardy! – (Tue, Mar 21) – Student Government hosted a game show during lunch that featured Women's History theme trivia. Students could plan to win prizes, and learn about important female figures in American history.
 - Book Talk with Maria Hoskins – (Fri, Mar 31) – The Future Educators Club hosted female African-American author Maria Hoskins to discuss her most recent children's book and the experience of becoming published as a rural female author.
 - Let's Convo – (Feb 13 - Feb 17) – The Office of Disability hosted a series of public tables in various academic buildings providing an informal opportunity for students to ask questions about accommodations and find out more information about equal access, equity, and social justice.
 - RSO Involvement Fair – (Mon, Sep 26) – The Office of Student Life hosted a RSO Involvement Fair as an opportunity for organizations with smaller membership numbers to begin their fall recruitment efforts post-pandemic. This event saw groups with minority student interest clubs, like Black Excellence Association and Gender-Sexuality Alliance.
 - Men of Color Conference – (Fri, Apr 14) – the Office of Student Life partnered with the Black Excellence Association to travel several male members of the student-led organization to the Men of Color Conference hosted by ASU Mid-South in West Memphis. The event provided an opportunity for faculty advisors to network with training minority mentors, and students to connect with fellow students of color while receive leadership and entrepreneurial training.
 - Vanguard Arts Pass – The Vanguard Art Pass program is an opportunity for ASU-Beebe students to access the vibrant arts and culture of the Central Arkansas region free of charge. Any currently enrolled student is allowed to enter for the chance to be selected for one (1) ticket to any ten (10) pre-selected performances in Central Arkansas. The 2023-2024 season included:
 - PostSecret Lecture w/ Frank Warren at the University of Central Arkansas
 - R.E.S.P.E.C.T. The Aretha Experience at the University of Central Arkansas
 - Disney's ALADDIN at Robinson Center in Little Rock
 - The Producers at Argenta Community Theater
 - Floyd Nation at the University of Central Arkansas
 - "What Happened to Steve?" at the University of Central Arkansas
 - Student Government and Residence Hall Association hosted numerous large events throughout the year that promoted students/faculty/staff interaction: Back-to-Beebe Bash, First Generation Week, International Week, Harvest Fest, and Spring Fling.

□

Goal 3: Actively Recruit and Retain Minority Students.

The following is a summary of actions taken regarding Goal 3:

- During 2021-2022, ASU-Beebe targeted 10 area minority-majority school districts for recruitment visits, promotional distributions, and additional recruiting efforts. School districts targeted, which were visited at least twice, are as follows:
 - Augusta
 - Brinkley
 - Cabot (Hispanic)
 - Carlisle
 - Conway
 - England
 - Hazen
 - Jacksonville
 - Lonoke
 - Riverview

- ASU-Beebe has consistently participated in the Student Exchange Visitors Information System (SEVIS) program, which has experienced growth in its international student population. In April 2018, ASU-Beebe completed the SEVIS School Recertification for continued compliance to host/educate international students. Approval was granted based on the institutional report submitted to SEVIS by ASU-Beebe.
 - During 2022-2023, 2 international students attended ASU-Beebe as their primary institution.
 - The International Club is a student organization that serves as a support network for these international students, helping them more effectively integrate into campus life.

- Annually, ASU-Beebe participates in all regional Arkansas Association of College Registrars and Admissions Officers (ArkACRAO) recruiting events across the state.
- The Beebe, Heber Springs, and Searcy campuses have learning centers that provide free tutoring and computer lab services to students, making it freely available to any student needing academic assistance and/or internet/computer access.
- Four TRiO Programs on two campuses provide students with free tutoring, textbook loans, career counseling, transfer assistance, cultural enrichment activities, and academic advising.
- The Student Success Center offers other special services: testing, counseling, advising, disability services, career planning. It also provides a variety of free workshops: calculator use/skills, writing skills, study skills, and workplace readiness.
- Career Pathways assists qualifying parents and caretakers to overcome financial barriers that may be preventing them from achieving academic success. This support system provides money for transportation, childcare, tuition, and books.
- The ASU-Beebe Bookstore has implemented a textbook rental service that can save students as much as 90% off the cost of a textbook, thus making college more affordable to students.
- Microsoft Office Suite is freely available for students with the cost being subsidized by the University. This provides an affordable means for students to acquire supplementary material required in much of their coursework.
- ASU-Beebe offers a Global Classroom Project each year, this year's experience studied the Sami people of rural Norway.
- ASU-Beebe provides multiple opportunities for students to participate in diversity trips out of the country including El Salvador, Costa Rica, and Norway.

- As previously stated, ASU-Beebe's Concert-Lecture Series provides students diverse cultural enrichment activities on campus each year.
- ASU-Beebe encourages minority students to participate in and seek leadership positions in co-curricular activities by providing opportunities to acquire leadership skills.

Goal 4: Promote a Campus Environment that is Minority-Friendly.

The following is a summary of actions taken regarding Goal 4:

- ASU-Beebe offers minority students with enduring prospects for an enhanced quality of life by providing a safe environment in which to live, learn, and grow.
- The University Police Department ensures our campuses are as safe as possible.
 - ASU-Beebe received a pre-disaster mitigation grant from FEMA for the sole purpose of ensuring campus safety. At this time a backup generator, mass notification system, internal notification system, and external notification system are fully operational. These help ensure campus safety for all students, employees, and visitors.
 - There have been zero reported racial or ethnically based crimes.
 - Through regular and continuous interaction with students, the University Police Department fosters an environment of understanding and cultural awareness/sensitivity.
- We provide for the physical safety and comfort of all students, free from harassment and hate.
 - The University Police Department on the Beebe, Heber Springs, and Searcy campuses receive annual training on biased-based policing to ensure racial profiling does not occur.
 - Residence Life staff received professional development and training throughout the year focusing on diversity and inclusion.

Appendix A

ACT 1091 of 1999{tc "ACT 1091 of 1999"}

Act Entitled: *An Act to Require State Supported Colleges and Universities to Establish Programs to Enhance the Retention of Minority Students, Faculty, and Staff; and for Other Purposes.*

SECTION 1.

For purposes of this act, the term “minority” refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

SECTION 2.

a) All state-supported colleges and universities shall establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans shall be prepared on a continuing basis for future five-year periods.

b) Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution.

c) Copies of each institution’s five-year plan and annual reports shall be filed by June 30 with the Department of Higher Education, the Board of Trustees of the institution, the House and Senate Interim Committees on Education, and the Board of Visitors of the institution, if applicable.

d) The Department of Higher Education shall develop appropriate forms for reporting and shall monitor the retention plans and annual reports.

e) In carrying out the retention action plans, each institution shall provide for a part-time or full-time employee by reassignment, appointment, or employment to assist the institution in the retention of blacks and members of other minority groups for faculty and staff positions.

SECTION 3.

All provisions of this act of a general and permanent nature are amendatory to the Arkansas code of 1987 annotated and the Arkansas Code Revision Commission shall incorporate the same in the Code.

SECTION 4.

If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are declared to be severable.

SECTION 5.

All laws and parts of laws in conflict with this act are hereby repealed.

Supplemental Information:

Act 1091 of 1999 was enacted by The State of Arkansas 82nd General Assembly during its regular session of 1999. The bill was sponsored by Representatives C. Johnson, Green, T. Steele, White, Wilkins, Willis, and M. Smith. The Act is very similar to Act 99 of 1989, codified as A.C.A. 6-63-103, which applies to minority recruitment (rather than retention.) Act 1091 of 1999 differs from Act 99 in that Act 1091 requires ADHE to develop appropriate forms for reporting and to monitor the retention plans and annual reports. It also defines “minority” which was not done in the 1989 Act.

Source: Act 1091 of 1999 enacted by the General Assembly of the State of Arkansas

Arkansas State University

Minority Recruitment and Retention Annual Report

2022-2023

June 29, 2023

Division of Diversity and Community Engagement



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Introduction

Arkansas State University's Division of Diversity, Inclusion, and Community Engagement has worked to fulfill the mission of *Educating* leaders, *Enhancing* intellectual growth, and *Enriching* lives (ASU = e³) through various programs and initiatives for 2022-2023. Highlights from the year are presented later in this report.

The numerical measurements¹ included in this report are instrumental for understanding our performance towards the university mission. Reports include:

- Minority Students, by Minority Group, who currently attend the institution
- Number and Position Title of Minority Faculty and Staff who currently work for the institution
- Number of Minority, by Minority Group, Full-Time Faculty who currently work for the institution
- Number of Minority Adjunct Faculty who currently work for the institution
- Number and Position Title of Minority Faculty and Staff who began working at the institution within the past academic year

In addition to numerical measurements, the current report includes the following:

- Progress made toward meeting institutional goals related to the recruitment and retention of minority students, faculty, and staff
- New strategies and/or processes implemented during the reporting period
- The division budget, timeline, and other resources used to monitor progress towards achieving objectives

¹ The source of the demographic data contained in this report is from the A-State Office of Institutional Research and Planning.

Numerical Measurements

Ethnic Minority Students

Arkansas State University experienced a 6.15 percent increase in the overall ethnic minority student population over the 2021-2022 academic year. Percentages increased for African American, Asian American, Hispanic/Latina/o, and two or more races. Native Hawaiian/Pacific Islander showed no increase with a decrease in American Indian/Alaska Native students showed decreases.

Table 1. A-State Students by Ethnic Minority Group

Ethnicity	2021-2022	2022-2023	Change	%Change
Asian American	147	149	2	1.36%
African American	1805	1892	87	4.82%
Hispanic American	512	569	57	11.13%
American Indian/Alaska Native	45	42	-3	-6.67%
Native Hawaiian/Pacific Islander	15	15	0	0%
Two or More Races	368	403	35	9.51%
Total Minority	2892	3070	178	6.15%

Ethnic Minority Faculty and Staff

The total number of full-time minority faculty and staff decreased 20.21 percent since the last reporting period, from 376 in 2021-2022 to 300 in 2022-2023. See Appendix A for the number and position title of current minority faculty and staff.

Ethnic Minority Full-Time Faculty

We experienced a .95 percent decrease in the overall proportion of full-time minority faculty since the last reporting period going from a total of 105 to 104 (excluding “Race Unknown”).

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

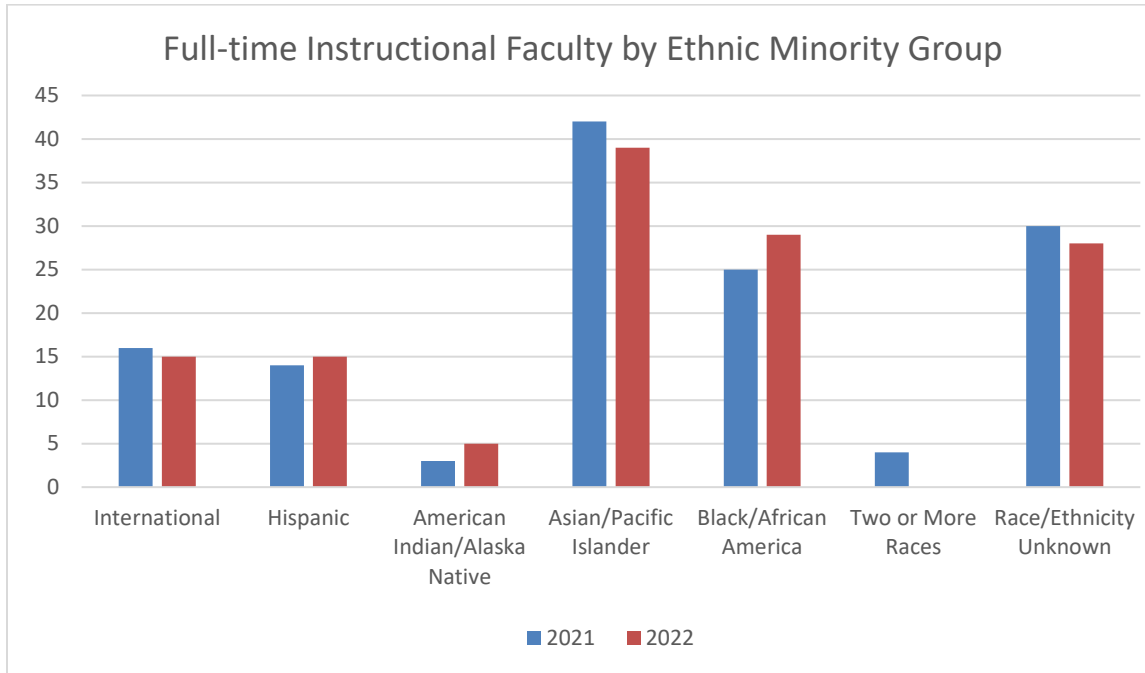


Table 2. Full-time Instructional Faculty by Ethnic Minority Group (Numerical Data)

Full-time Instructional Faculty		
Race / Ethnicity	Fall 2021	Fall 2022
International	16	15
Hispanic/Latino	14	15
American Indian or Alaska Native	3	5
Asian	42	39
Black or African American	25	29
Two or more races	4	0
Native Hawaiian or Pacific Islander	1	1
Race and Ethnicity Unknown	30	28
Total	135	132

Ethnic Minority Adjunct Faculty

The number of ethnic minority faculty working in adjunct faculty positions decreased during 2022-2023. There are currently 24 ethnic minorities serving in adjunct faculty positions, down from 27 in 2020-2021.

Table 2. Minority Adjunct Faculty by Minority Group

Title	Ethnicity	Number 2021	Number 2022
Part-Time Faculty	African American	20	17
Part-Time Faculty	Hispanic	4	5
Part-Time Faculty	Asian or Pacific Islander	2	0
Part-Time Faculty	Two or More	0	0
Part-Time Faculty	American Indian/Alaska Native	1	0
Total		27	24

Ethnic Minority Full-Time Staff

We experienced a 1.64 percent increase in the overall proportion of full-time ethnic minority staff since the last reporting period going from a total of 244 to 248.

Figure 2. Full-time Staff by Ethnic Minority Group

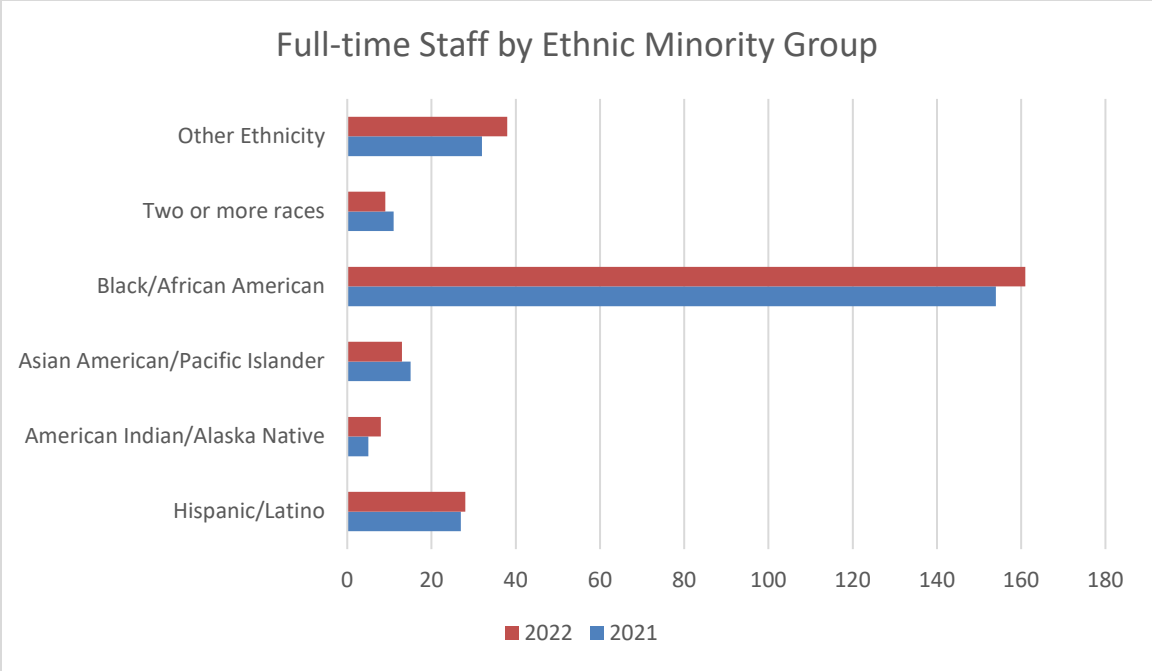


Table 3. Full-time Staff by Ethnic Minority Group (Numerical Data)

Full-time Staff		
Race / Ethnicity	Fall 2021	Fall 2022
Hispanic/Latino	27	28
American Indian or Alaska Native	5	8
Asian American or Pacific Islander	15	13
Black or African American	154	161
Two or more races	11	0
Other Ethnicity	32	38
Total	244	248

Recently-Hired Minority Faculty and Staff

We experienced an decrease in the number of recently-hired minority faculty and staff who began working at A-State during the reporting period (from 68 in 2021-2022 to 64 in 2022-2023) beginning June 1, 2022.

Table 4. Recently-Hired Minority Faculty and Staff

Job Title	Gender	Ethnicity	Workload Status
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Student Development Specialist	Male	Black or African American	Full Time
Student-Athlete Tutor/Mentor	Female	Black or African American	Part Time
Childcare Technician	Female	Black or African American	Full Time
Childcare Technician	Female	Black or African American	Full Time
Project Program Manager	Female	Black or African American	Full Time
Project Program Manager	Female	Black or African American	Full Time
Project Program Manager	Male	Black or African American	Full Time
Student Development Specialist	Male	Black or African American	Full Time
Administrative Specialist III	Male	Black or African American	Full Time
Institutional Services Assistant	Female	Black or African American	Full Time
Assistant Professor 12 Mo	Female	Black or African American	Full Time
Institutional Services Assistant	Female	Black or African American	Full Time
Administrative Specialist III	Female	Black or African American	Full Time
Coordinator of ASU Community College	Female	Black or African American	Full Time
Grants Manager	Female	Black or African American	Full Time
Part-time Faculty	Male	Hispanic or Latino	Part Time
Assistant Professor	Male	Hispanic or Latino	Full Time
Assistant Professor 9 Mo	Male	Hispanic or Latino	Full Time
Instructor	Female	Hispanic or Latino	Full Time
Part-time Faculty	Male	Hispanic or Latino	Part Time
Part-time Faculty	Female	Hispanic or Latino	Part Time
Part-time Faculty	Female	Hispanic or Latino	Part Time
Part-time Faculty	Female	Hispanic or Latino	Part Time
Administrative Specialist II	Male	Hispanic or Latino	Full Time
Administrative Specialist III	Female	Hispanic or Latino	Full Time
Institutional Services Assistant	Male	Hispanic or Latino	Full Time
Project Program Manager	Female	Hispanic or Latino	Full Time
Instructor	Female	Two or more races	Full Time
Total			64



ARKANSAS STATE
UNIVERSITY

New Strategies, Activities, and Benchmarks

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

1. Conducted four campus wide meetings “Campus Conversations” led by the chancellor to address campus climate and negative postings on social media.
2. We hosted “AState Connection” for students from underrepresented groups who will be attending A-State as first-year students in the Fall 2023. This program serves as an opportunity to get the students to campus to give them an overview of the resources available and connect them with those resources.
3. The Diversity and Affirmative Action Committee provided a template to all college deans as a guide for each college to develop their individual diversity plans. Each college completed their plan and submitted it by the end of the spring semester.
4. An outside consultant with EAB presented a diversity workshop to the chancellor’s cabinet, deans, Diversity and Affirmative Action chair, other diversity committee representatives, directors and department chairs.
5. Dr. Chuck Barber, Chief Diversity Officer for the National Science Foundation, presented a talk to campus leadership and others. Dr. Barber presented a version of his Ted Talk on diversity called “Reimagining how we harmonize diversity and meritocracy”.
6. A pilot program was funded called, “Diversifying Our Curing Community” (DOCC) in 2021. DOCC was created by the Dean of Sciences and Mathematics with financial support from the Division of Diversity, Inclusion and Community Engagement later funded by a grant from the Blue & You Foundation for a Healthier Arkansas for approximately \$128,000 annually for two years. The program focus is to recruit students from underrepresented populations who desire to become medical doctors to the campus for a two-week program prior to the start of fall classes. The students receive a stipend for participating in the two-week program and for the fall semester. The program has had impressive results and will host its third cohort in August 2023. It is in the last year of a two-year grant.
7. Continued a small grant program of providing financial support from the Office of Diversity to faculty and student organizations. Grants are available to faculty, staff, and students for activities and programing that advance campus diversity and inclusiveness and that meet one of the following six core diversity areas (Williams & Wade-Golden, 2007):
 - Build new institutional diversity infrastructure

- Enhance structural diversity, equity, and success
- Inform the search process
- Cultivate diversity awareness, recognition, and appreciation
- Interface with institutional accountability systems
- Infuse diversity into curriculum

Benchmark: The Office of Diversity has awarded/provided more than \$48,000 in grants, programming, community engagement, and services to faculty and students this past year to support diversity and inclusion on the A-State campus. Most of the grant requests have fallen in the categories of *diversity awareness, recognition, and appreciation*. The Arkansas Louis Stokes Alliance for Minority Participation (ARK-LSAMP) has been on the A-State campus since the grant's inception in 2008. The program recruits and retains students from underrepresented groups to major in STEM majors. A-State receives \$60,000 - \$80,000 annually for the program with approximately \$25,900 allocated for student stipends. Additional funds are received annually from the Baum Account in the A-State Foundation to supplement funding for the Multicultural Center (approximately \$20,000). Funding from student activity fees vary each year depending on the enrollment. From those fees, approximately \$12,000 was received in 2022 - 2023 school year to assist with the Multicultural Center and non-traditional programming.

8. Continued actively recruiting faculty and students from diverse backgrounds through participation in conferences, high school visitation and formal networks. Currently, the VC is participating in several associations that promote diversity and inclusion such as the National Association of Diversity Officers in Higher Education, NCAA, American Association of Blacks in Higher Education, and the Arkansas Counseling Association (ArCA). As a result, A-State has been able to successfully establish informal networks with various Diversity, Equity, and Inclusion (DEI) directors from across the country to learn more about practices that are working in the DEI area. This also serves as a means to learn of potential faculty candidates for possibly recruiting. Participation in the ArCA conference provide opportunities to form networks with counselors which aids in our effort to increase recruitment of students from underrepresented groups in Arkansas.
9. Continued providing mentoring for faculty leading to tenure and promotion opportunities (i.e. the Division of Diversity is paying the tuition for one instructor and one staff member to complete their dissertations. After completion, the two will be obligated to remain at A-State for at least three years).

10. The fourth diversity conference was hosted by NYIT, ST Bernards and the Multicultural Center was held on June 9, 2023. The theme was “Courageous Conversations for Social Action”. The workshop was open to anyone who wants to attend but geared toward employees of A-State, NYITCOM and St. Bernards’ staff to provide staff development in the area of diversity, equity and inclusion. There were more than 100 registrants.
11. For the fifth consecutive year, A-State received the Higher Education Excellence in Diversity (HEED) award from “Insight Into Diversity” recognizing A-State’s efforts in diversity and inclusion. A-State is the only institution in Arkansas to have received the recognition.
12. The Thompson Minority Scholarship is used to recruit and retain students from underrepresented populations. During the reporting period, four were awarded to current students and four were awarded to first-year students (\$2,000 each).
13. The number of scholarships awarded by the Strong-Turner Alumni Chapter (S-TAC) of the Arkansas State Alumni Association currently awards approximately 9 scholarships annually. The various scholarships awarded under the umbrella of S-TAC have a combined endowment level in excess of \$793,000.
14. In the area of recruitment of faculty and staff through Human Resources, all of our jobs are posted to JobTarget as our diversity website. With our OFCCP package with them, they send all of our jobs to the following websites:
 - Arkansas Job Link
 - EmployeDIVERSITY
 - Job Opportunities for Disabled American Veterans
 - disABLED Person
 - MilitaryHire
 - Black Perspective
 - Hispanic Today
 - Veterans Enterprise
 - Women in Business
 - Hire Heros USA
 - Rally Point
 - tapABILITY
 - Disability Solutions
 - Insight Into Diversity

Tools for Monitoring Progress

The Office of Diversity had a fiscal year 2022-2023 budget of slightly over \$118,000 for diversity programming and initiatives, including supporting multicultural student initiatives and supplementing critical faculty salaries as appropriate for faculty from underrepresented groups. We continue to utilize the following methods to evaluate our performance towards achievement of diversity goals:

- Every three years, conduct a diversity climate survey to gauge perceptions of campus environment. Surveys were conducted in 2013, 2016, and 2019-2020. The most recent survey was conducted Spring 2020. The next one will be in 2023-2024 with a revamped survey. Due to the expense of an outside survey, one is being developed in-house which may delay the distribution of the survey to 2024.
- On an annual basis, monitor employment selection data for year-to-year comparisons. Data includes the race, sex, and ethnicity of individuals who applied for job, individuals interviewed, and individuals hired.
- Use the annual Diversity Excellence Awards to incentivize and reward diversity research, pedagogy, and advocacy.
- Review student enrollment data along with faculty and staff employment data on an annual basis.

Appendix A – Number and Position Title of Current Minority Faculty and Staff. This number increased by 3.05 percent, from 327 in 2021-2022 to 337 in 2022-2023.

<i>Job Title</i>	<i>Ethnicity</i>	<i>Number</i>
Administrative Analyst	American Indian or Alaskan Native	1
Associate Professor	American Indian or Alaskan Native	1
ASU Head Football Coach	American Indian or Alaskan Native	1
Computer Support Specialist	American Indian or Alaskan Native	1
Instructor	American Indian or Alaskan Native	1
Total		5
Academic Advisor	Asian	1
Administrative Analyst	Asian	1
Administrative Specialist III	Asian	1
Assistant Dean of Students NE	Asian	1
Assistant Professor	Asian	3
Assistant Vice Chancellor	Asian	1
Associate Dean of Schools	Asian	1
Associate Professor	Asian	16
Associate Professor 9 Mo	Asian	1
Asst Football Coach	Asian	1
Dean of Engineering	Asian	1
Department Chairperson	Asian	1
Development Advancement Specialist	Asian	1
Information Technology Manager	Asian	1
Institutional Services Assistant	Asian	2
Instructor	Asian	7
Non-Employee	Asian	2
Nurse Anesthesia Clinical Coordinator	Asian	1
Part-time Faculty	Asian	2
Professor	Asian	12
Professor-COB	Asian	2
Project Program Director ABI	Asian	1
Research Analyst	Asian	1
Research Assoc Professor--ABI	Asian	1
Research Professor--ABI	Asian	1
Vice Chancellor	Asian	1
Total		64

Academic Adviser	Black or African American	8
Academic Counselor	Black or African American	2
Administrative Analyst	Black or African American	2
Administrative Specialist II	Black or African American	4
Administrative Specialist III	Black or African American	7
Administrative Support Supervisor	Black or African American	1
Assistant Dean of Students	Black or African American	1
Assistant Professor	Black or African American	9
Assistant Professor 12 Mo	Black or African American	2
Assistant Professor 9 Mo	Black or African American	2
Assoc Dean of Student Affairs	Black or African American	1
Associate Dean of Schools	Black or African American	1
Associate Professor	Black or African American	5
Associate Vice President	Black or African American	1
Asst Coach	Black or African American	6
Asst Dir Admissions	Black or African American	1
Asst Football Coach	Black or African American	2
ASU Asst Head Football Coach	Black or African American	1
Athletic Ticket Sales Coord.	Black or African American	1
Broadcast Prod Specialist	Black or African American	1
Call Center Specialist	Black or African American	2
Childcare Technician	Black or African American	15
Comm Artist I/Graphic Artist I	Black or African American	1
Computer Support Analyst	Black or African American	1
Computer Support Specialist	Black or African American	2
Coordinator of ASU Community College	Black or African American	1
Counselor	Black or African American	1
Dean of Schools	Black or African American	1
Department Chairperson	Black or African American	1
Development Advancement Specialist	Black or African American	1
Dir of Disability Servs	Black or African American	1
Dir of International Student Services	Black or African American	1
Dir of Professional Educ Program	Black or African American	1
Director Academic Advising	Black or African American	1
Director of Transit & Parking	Black or African American	1
Financial Aid Analyst--Non-Exempt	Black or African American	1



Fiscal Support Analyst	Black or African American	1
Fiscal Support Analyst NE	Black or African American	1
Fiscal Support Supervisor NE	Black or African American	2
Grants Manager	Black or African American	1
HE Public Safety Supervisor	Black or African American	1
Head Coach	Black or African American	1
HEI Program Coordinator	Black or African American	1
HEI Program Coordinator--NE	Black or African American	3
Human Resources Specialist	Black or African American	1
Info. Systems Security Analyst	Black or African American	1
Institutional Services Assistant	Black or African American	8
Institutional Services Supervisor	Black or African American	2
Instructor	Black or African American	4
Instructor 9 Mo	Black or African American	1
Instructor--12 Mo	Black or African American	2
Librarian	Black or African American	1
Library Technician NE	Black or African American	1
Maintenance Specialist	Black or African American	1
Part-time Faculty	Black or African American	17
Pest Control Tech	Black or African American	1
Professor	Black or African American	3
Project Program Dir	Black or African American	6
Project Program Manager	Black or African American	32
Project Program Specialist	Black or African American	6
Project Program Specialist NE	Black or African American	1
Research Assistant	Black or African American	2
Skilled Trades Supervisor	Black or African American	1
Skilled Tradesman	Black or African American	2
Student Development Specialist	Black or African American	5
Student Development Specialist—NE	Black or African American	1
Student-Athlete Tutor/Mentor	Black or African American	3
Vice-Chancellor	Black or African American	1
Total		204
Academic Advisor	Hispanic or Latino	2
Administrative Specialist II	Hispanic or Latino	1
Administrative Specialist III	Hispanic or Latino	3
Assistant Professor	Hispanic or Latino	4



Assistant Professor 9 Mo	Hispanic or Latino	1
Assistant Registrar	Hispanic or Latino	1
Assoc Dir of Student Aid	Hispanic or Latino	1
Associate Professor	Hispanic or Latino	1
Associate Professor-COB	Hispanic or Latino	1
Associate Vice President	Hispanic or Latino	1
ASU Director of Housekeeping	Hispanic or Latino	1
Department Chairperson	Hispanic or Latino	2
Financial Aid Analyst--Non-Exempt	Hispanic or Latino	1
HEI Program Coordinator	Hispanic or Latino	2
Information Systems Analyst	Hispanic or Latino	1
Institutional Services Assistant	Hispanic or Latino	2
Instructor	Hispanic or Latino	3
Part-time Faculty	Hispanic or Latino	5
Professor	Hispanic or Latino	3
Project Program Manager	Hispanic or Latino	1
Project Program Specialist	Hispanic or Latino	3
Public Safety Officer	Hispanic or Latino	1
Records Management Analyst	Hispanic or Latino	1
Research Assistant	Hispanic or Latino	3
Research Assistant--ABI	Hispanic or Latino	2
Trainer--Non-Exempt	Hispanic or Latino	1
Total		48
Assistant Professor	Native Hawaiian or other Pacific Islander	1
Total		1
Administrative Specialist II	Two or more races	1
Administrative Specialist III	Two or more races	1
Assistant Professor	Two or more races	2
Department Chairperson	Two or more races	1
Education Program Coordinator	Two or more races	1
Fiscal Support Specialist NE	Two or more races	1
Instructional Designer	Two or more races	1
Instructor	Two or more races	1
Librarian	Two or more races	1
Professor	Two or more races	1
Project Program Specialist	Two or more races	2
Skilled Trades Supervisor	Two or more races	1



Skilled Tradesman	Two or more races	1
Total		15
Grand total		337

ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT

2022-2023



Annual Minority Recruitment and Retention Report

2022-2023

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

Declared Ethnicity	Number
Hispanic or Latino	51
American Indian/Alaskan Native	51
Asian or Pacific Islander	18
Black/African-American	16
Native Hawaiian or Other Pacific Islander	11
Total	147

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

Declared Ethnicity	Number
Faculty/Adjunct	
American Indian/Alaskan Native	1
Asian	3
Black/African American	2
Not Disclosed	1
Two or More Races	4
Staff	
Asian	1
Black/African American	1
Not Disclosed	3
Two or More Races	11
Total	27

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

The goals and objectives of the diversity plan are adhered to and completed as appropriate to the student, faculty, and staff populations.

GOAL 1:

TO PROVIDE MINORITY STUDENTS WITH OPPORTUNITIES TO ACCESS EDUCATIONAL OPPORTUNITIES AND KNOWLEDGE

ASUMH provides continuing education, extracurricular experiences, and representation for minorities. The objectives for this goal have been met through various aspects of the current curriculum such as assigned readings in literature and history classes and participation in Black History Month and Women's History Month activities, as well as other experiential learning opportunities.

Black History Month and Women's History Month incorporate celebrations of the idea of diversity. Many events held on campus support the mission of the university. Additionally, programs and grants are in place to target specific minority populations.

The objectives for this goal have also been met through ASUMH's early alert program, Schliemann Tutoring Center, career counseling through Title III, academic advising by faculty members, and financial aid and scholarships. Information on each of these services is provided by Student Services through email and campus signage. Additionally, the availability of academic services and financial aid is listed on the ASUMH website. Division chairs provide oversight of faculty implementation of the early alert program. Diversity is of great importance to ASUMH.

The Mission Statement of ASUMH identifies diversity as one of the aspects of the educational experience.

ASUMH's recruiting materials also highlight minority students.

The Mission of ASUMH is to LEAD through educational opportunities.

**Lifelong Learning,
Enhanced Quality of Life,
Academic Accessibility, and
Diverse Experiences**

GOAL 2:
TO RECRUIT ADDITIONAL MINORITY STUDENTS

In 2010-2011, the minority student population was 119 students. The unduplicated headcount for the 2010-2011 academic year was 2103, so minority students comprised 6% of the student body. This 1% increase is notable because the demographics of ASUMH's service area have not changed.

In 2011-2012, the minority student population was 136 students. The unduplicated headcount for the 2011-2012 academic year was 2177, so minority students comprised 6%. While the minority student population increased, so did the unduplicated headcount. Data for the past three years show that the minority student population increases each year.

In 2012-2013, the minority student population was 145 students. The unduplicated headcount for the same academic year was 2113. Therefore, minority students comprised approximately 7% of the total student population. While the minority student population increased, the unduplicated headcount for the entire institution dropped. Data for the past three years indicates the minority student population continues to increase annually.

In 2014-2015, the minority student population increased to 202 students. The unduplicated head count for the year was 2160 for a total minority student population of 9.4%.

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

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

In 2017-2018, the minority student population increased to 223 students.

In 2018-2019, the minority student population decreased by 4 students to 219 students.

In 2019-2020, the minority student population increased to 271 students.

In 2020-2021, the minority student population increased to 285 students.

In 2021-2022, following an overall decrease in enrollment, the number of minority student population decreased to 219.

In 2022-2023, continuing an overall decrease in enrollment, the number of minority student population decreased to 147.

GOAL 3:

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

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

Ongoing events:

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

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

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

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

GOAL 4:

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

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

GOAL 5:

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

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

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

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

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





ARKANSAS STATE UNIVERSITY
MID-SOUTH

MINORITY RECRUITMENT and RETENTION REPORT

2022-2023

For more information, contact:

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Student Statistics

Arkansas State University Mid-South has a diverse student population with the majority of students identifying as Black (non-Hispanic). For Fall 2022, the total number of students based on the official enrollment date was 979, which was comprised of 637 minority students (65.0%). This is an increase from 62.6% in Fall 2021.

Ethnicity	Male	Female	Percentage
Asian/Pacific Island	1	1	.2%
Black (non-Hispanic)	188	372	57%
Native Hawaiian	0	0	0
Hispanic	14	21	4%
American Indian/Alaskan Native	8	4	1%
White (non-Hispanic)	157	171	34%
Non-resident Alien	4	4	.8%
More than one ethnicity	12	16	3%

In Spring 2022, enrollment included 564 minority students out of 885 (63.7%). This represents a 0.7% increase from the previous spring.

Ethnicity	Male	Female	Percentages
Asian/Pacific Island	0	1	.1%
Black (non-Hispanic)	164	335	56.4%
Hispanic	9	20	3.3%
American Indian/Alaskan Native	5	2	.8%
White (non-Hispanic)	154	161	35.6%
Hawaiian	0	0	0
Non-resident, International	4	2	.7%
Two or more	11	17	3.2%

Employee Statistics

ASU Mid-South Minority Employees by Employment Categories (IPEDS Fall 2022)

Title	Asian	Black	Hispanic	Native Hawaiian	American Indian/Alaskan Native
Full-Time Staff	2	35	2	0	0
Full-Time Staff	1	33	1		
Full-time faculty	1	7	1	0	0
Adjunct faculty	1	10	0	0	0
Totals	6	43	2	0	0

Strategic Initiatives for Recruitment and Retention of Students

ASU Mid-South student recruitment and retention efforts have included initiatives from various departments on campus, including a number of state- and federally-funded grant programs that target traditionally underserved student populations, as well as a dedicated student recruiter. The institution also makes a concerted effort to ensure all marketing materials, both in-print and on-line, represent the core significance we place on diversity, so our prospective and current students can see images of success that reflect their specific background or student status.

While the pandemic limited staff participation in events in Shelby County (TN) and affected the number of in-person campus tours, on campus events and community outreach was able to fully resume in 2022-23, including an increased presence in partner high schools going into the 2023-24 academic year thanks to the career coach program.

During the 2022-23 academic year, ASU Mid-South resumed cultural trips for students to locations like: the Civil Rights Museum, the Orpheum theater, Slave Haven historic site, and the Memphis Redbirds. The College also regularly hosted food trucks for students to experience new ethnic culinary experiences. The College provided support for student transfer trips to regional colleges and universities. The purpose of these investments in

our students were both to support them and to retain them through goal completion on our campus.

In the Greyhound Athletic department, recruitment and retention is a priority to foster team-building, success in athletics, and most of all, successful completion of a degree to ultimately transfer to a four-year institution on a basketball scholarship. Both teams achieved a high level of success on and off the court, with our student athletes performing better than our general student population, based on average team grade point average. The basketball programs have also been extremely successful at graduating and transferring players to four-year institutions.

In support of access for minority students, ASU Mid-South hosts a TRiO Educational Opportunity Center (EOC). The department's objective is to enroll 1000 low-income, first generation participants in the EOC project each year. Fifty percent of the participants are expected to enroll in college each year, fifty-five percent need to apply for financial aid, and sixty percent must be admitted to a college or technical training program. The EOC team is very involved in campus activities that lead to both recruitment and retention of students. They collaborated with other departments on campus to sponsor off-campus trips to local cultural centers and theatres. EOC also facilitated a workshop series with East Central Arkansas Community Correction Center (a rehabilitation facility for women) with a focus on self-esteem, career planning, and resume writing. EOC's work has also supported participants of The Collective, a non-profit organization focused on upward social mobility. EOC regularly facilitates workshops on admissions and financial aid programs for ASU Mid-South's Adult Education program and attends college and career fairs at local high schools and other community organizations in their designated service area.

In support of the retention of minority students, ASU Mid-South hosts a TRiO Student Support Services (SSS) program, whose funding is provided by the U.S. Department of Education. The program is designed to assist participants by enhancing their academic skills; increase participant retention and graduation rates; and assist participants transferring to a four-year institution. Services offered include academic, career, cultural, financial literacy, transfer and personal coaching/workshops/trips. In the 2022-2023 academic year, SSS recorded thousands of direct contacts with their participants and sponsored dozens of events, both on- and off-campus, fostering both student and program success. SSS has goals that focus on improving student support services to traditionally under-prepared and under-served student populations that lead to the retention of these students through goal completion. In 2022-23 TRiO SSS was instrumental in providing off campus experiences for students the program serves. These included visits to historical sites in Memphis such as Native American sites, STAX records' historic music studio and Hatiloo Theater, a bastion of African-American centered performing arts.

ASU Mid-South is also the recipient of a competitive Title III Predominantly Black Institutions (PBI) grant, whose purpose is:

to strengthen eligible institutions to plan, develop, undertake and implement programs to enhance the institutions capacity to serve more low- and middle-income Black American students; to expand higher education opportunities for eligible students by encouraging college preparation and student persistence in secondary school and postsecondary education; and to strengthen the financial ability of the institution to serve the academic needs of these students.

Aspects of the PBI grant include success coaching, which focuses on students who are in academic distress; first-year experience for students, including College Success and Strategies for Success; male mentoring, which includes our Brother-2-Brother program and our annual Men of Color conference; and academic enhancements, including expansion of our Aviation Maintenance program and the elimination of developmental coursework for students.

In 2022-23 PBI redesigned academic support for science courses and developed a success strategies course piloted for students placed on academic probation. The Men of Color in Higher Education conference hosted at ASU Mid-South was a triumphant return to live conference attendance attracting 50-60 participants. Funds from the PBI grant have been applied to the aviation facility expansion and the construction work is nearing completion. The grant is targeting this program as a high-demand and high salary field with barriers to minority enrollment due to, travel, cost, and a time commitment.

Strategic Initiatives for Recruitment & Retention of Employees

Arkansas State University Mid-South recruits new employees through advertising internally and externally with job postings, and maintaining relationships with external organizations, such as the Arkansas Community Colleges (ACC) and its leadership program. One way the college retains employees is through promotion within the institution and professional development opportunities. The ACC leadership program is an opportunity for aspiring leaders to travel to other institutions, network across the state and engage in professional growth with support from their peers.

New Strategies and Objectives for 2023-24

The college completed the 2022-2025 Strategic Plan in the summer of 2022. Preparation for the new plan included surveys of faculty, staff, students, and employer partners as well as a thorough internal process to evaluate the state of the institution and establish strategic priorities. In keeping with institutional values, this process was inclusive and oriented towards identifying sustainable solutions that reflect the needs and diversity of our service area. The steps of the Strategic Planning process are shown below.

- **Assess:** Gather and review data (Spring-Fall 2021)
- **Design:** Establish core plan components (Fall 2021)
- **Build:** Craft details of each plan component (Spring 2022)
- **Manage:** Introduce and market final plan to campus, begin implementation and create mechanisms for assessment (Summer-Fall 2022)

The new strategic plan includes the following specific commitments to recruitment and retention of minority students and staff

- Priority #2 Objective #3 – We will promote campus life opportunities, student services, and educational experiences that reflect the diverse backgrounds, experiences, and needs of our community.
- Priority #3 Objective #2 – We will serve the community through lifelong learning, civic engagement, and opportunities to enhance cultural and global awareness.
- Priority #4 Objective #3 – We will recruit employees by strategically promoting our college to attract a diverse population reflective of our campus and community

The college recently completed a new PBI grant application that will focus on improving existing retention efforts and expanding access to the high-demand Aviation Maintenance program. A significant data element here is that African-Americans are currently underrepresented in this program compared to the overall student population. Efforts in this grant to expand and improve the program are partially driven by the need to expand accessibility for what is a high-skill, high wage, and high demand field.

Finally, ASU Mid-South is in the process of revising the Enrollment Management Plan for the next three years. The plan sets realistic goals for improving outreach. The current challenges presented by the pandemic are an especially appropriate time to address the evolving needs of our community. This is distinct from the Minority Retention Plan submitted previously to ADHE. The core objectives of the Enrollment Management Plan currently under revision are shown below.

Recruiting and Outreach

Arkansas State University Mid-South’s recruiting and outreach goals include increasing the enrollment of traditional students, non-traditional students, and concurrent students by 1% through focusing recruiting and outreach efforts in Crittenden (AR), Poinsett (AR), Shelby (TN), Desoto (MS), and other surrounding Arkansas counties. The following recruitment strategies (tactics) have been identified to support achievement of these goals:

- Communicate with prospective students through personal interactions, email, phone, letters, postcards, social media, etc. Automated emails will be sent to prospective students who request additional information. These automated emails will supplement responses by program faculty and staff familiar with the specific academic program.
- Execute a series of coordinated communications to be sent to prospects and applicants. (See attached calendar)
- Host a Greyhound Day (preview day/open house) each semester to allow prospective students an opportunity to visit the College and meet with counselors, faculty, financial aid, etc.
- Utilize student ambassadors to aid in recruiting students to ASU Mid-South. Ambassadors will attend events, conduct tours, and make connections with prospective students.
- Develop an ASU Mid-South application for cell phones to increase awareness of registration periods, important deadlines, and College events.
- Assist students and their families with completing financial aid information including the Free Application for Federal Student Aid (FAFSA), institutional and Foundation scholarship applications, and the YOUiversal Scholarship application.
- Promote registration periods, short/flex-terms, and specialized programs (on-line degree programs) to the College's traditional service area through the use of various media including flyers, emails, radio, television, social media, and direct mailing, etc.
- Host a Counselor's Brunch in the spring to share information about ASU Mid-South with counselors and community leaders.
- Review recruiting materials and planned communications to prospective and currently-enrolled students annually to improve messaging and efficiency.
- Collect and analyze data from recruitment events, both on- and off-campus, to determine the value of recruitment activities, compared to resources available.

Retention and Persistence

Retention and Persistence Objectives are 1.) Increase semester-to-semester Retention Rate by 0.5% per year of a rolling 3 year average of first-time, degree seeking students; and 2.) Increase the year-to-year persistence rate by 1.0% per year of a rolling 3 year average of first-time, degree-seeking students. Strategies listed in each objective demonstrate the action items to increase retention and persistence at ASU Mid-South.

Objective 1: *Improve the Effectiveness of Advising*

Addresses ASU Mid-South Strategic Priority 2: Success through Effectiveness & Strategic Priority 3: Professional Growth and Employee Engagement

Strategies

- Encourage students to advocate for their own educational and career goals.
 - Utilize the Advising Syllabus
 - Develop easy to read, single page Degree Checklists accessible on the webpage
 - Create automated communications to assist students through goal completion
 - Encourage students to meet with their faculty advisor twice each semester
 - Revise the Intent to Graduate form to capture multiple credentials for students completing more than one program of study
- Create an Advisor Training and Development Program.
 - Continue Advising Workshops
 - Create Advising Manual in interactive, modular form
 - Set clear expectations for Advising and create processes to track meeting those expectations
 - Develop an advising recognition program
- Implement a process for more efficient communications of advisee/advisor list to students and advisors
 - Create a simplified way to assign students to advisors
 - Assign students to a faculty advisor from the time they begin
 - Communicate advising assignments at beginning of semester
 - Assign an email address for advising questions

Objective 2: *Improve Student Engagement*

Addresses ASU Mid-South Strategic Priority 2: Success through Effectiveness & Strategic Priority 3: Professional Growth and Employee Engagement

Strategies

- Improve engagement in the classroom
 - Establish a repository of “best practices” related to student engagement in the classroom (from our faculty)
 - Encourage participation in “Best Practices” professional development opportunities each semester
 - Develop a faculty/staff orientation designed for those who are teaching concurrent students to increase awareness of theory and best practices for classroom interactions
 - Design training for faculty about student conduct policy and adoption of best practices for classroom management related to student conduct
- Encourage student participation in campus activities
 - Review and encourage more meaningful participation in student organizations and clubs

- Provide 2-3 student activities per month to help connect students to campus
- Create a centralized student activity calendar accessible on ASU Mid-South's website
- Use CCSSE results to design purposeful strategies toward areas of "identified" low engagement
- Increase participation in First Year Experience components carefully designed to help students connect from the beginning of their time on campus.
 - Develop a robust on-line Freshman New Student Orientation (FNSO)
 - Encourage participation in FNSO and move toward making it mandatory
 - Publicize FYE Summer Term (Summer Bridge) as an opportunity for students to get College Success Credit and FNSO in 2 weeks during summer without charge
 - Increase the number of students who take College Success during their first semester on campus

Objective 3: *Improve the Effectiveness of Support Services*

Addresses ASU Mid-South Strategic Priority 1: Accessible and Affordable Education & Strategic Priority 2: Success through Effectiveness

Strategies

- Assess and expand the early alert system.
 - Encourage advisor involvement through creation adoption of Starfish.
 - Track most common reasons for Early Alerts and look for ways to proactively address these issues
- Review retention practices of auxiliary programs.
 - Discover data-supported best retention practices in auxiliary programs
 - Share results across campus
 - Look for ways to duplicate those practices
- Increase the Academic Support for online students.
 - Improve online tutoring services through the Tutor Me service.
 - Create a mechanism for online advising
 - Examine other campus services to make sure that they are available to online students (financial aid, finance office, admissions, etc.)

Objective 4: *Review and Revise Student Policies and Procedures, as needed, for Effectiveness*

Addresses ASU Mid-South Strategic Priority 2: Success through Effectiveness

Strategies

- Revisit student payment plan options.

- Survey students about understanding of payment plan options and satisfaction of payment plan options
- Develop a non-payment / no-show student survey to discover the issues that keep our students from paying and attending registered courses.
- Provide detailed information online about payment plan options
- Work with finance office to create clear guidelines on payment plan options
- Assess and revise the academic probation and suspension policy and procedures.
 - Rewrite probationary policy to help students circumvent academic suspension
 - Create study skills course to give students better tools for being successful in college
- Assess web-based information for financial aid / scholarships.
 - Rewrite or reformat scholarship information on web to be more accessible
 - Modify specific requirements that contribute to unused scholarships

Budget Information

Budgets for these initiatives are divided among various departments. FY 2023 Budgets that contribute to completing strategic and operational objectives related to the recruitment and retention of minority faculty, staff, and students include:

Athletics	\$338,000
Career Coaching	\$7,500
Counseling Services	\$8,365
Fitness Center	\$1,240
Learning Success Center	\$110,538
New Student Orientation	\$1,000
Student Marketing	\$25,000
Publicity and Information	\$505,631
Recreation:	\$14,014
Recruiting:	\$66,875
Student Activities:	\$36,862
Student Life	\$3,500
TRiO EOC Recruiting	\$13,167
TRiO SSS	\$21,722
<u>Tutorial Services</u>	<u>\$151,803</u>
<u>Total</u>	<u>\$1,305,817</u>

These budgets reflect both supplies and personnel costs.

**Minority Recruitment and Retention
Annual Report**



**2022–2023
Academic Year**

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Minority Recruitment and Retention Annual Report

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

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

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

- Number of minority students, by minority group who currently attend the institution.
- Number and position title of minority faculty and staff who currently work for the institution.
- Number of minority, by minority group, full-time faculty who currently work for the institution.
- Number of minority adjunct faculty who currently work for the institution.
- Number and position title of minority faculty and staff who began working at the institution in the past year.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty and staff.
 - New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
 - Timeline, budget, and methods used to assess and monitor progress.

Institutional Vision, Mission and Core Values:

Vision

Empowering Individuals. Advancing Communities.

Mission

ASU-Newport will provide accessible, affordable, innovative learning opportunities that transform lives and strengthen the regional economy.

Values

ASUN's core values of belonging, compassion, diversity, innovation, and integrity shall drive our institutional priorities and goals.

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

(ACT 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans. This report includes categories consistent with IPEDS reporting. Underrepresented percentages (left of charts below) are consistent with ACT 1091 definition.)

Fall 2022 Student Enrollment			
Underrepresented Minority (as defined by ACT 1091) 24.8% Total Enrollment 1592	American Indian	13	0.8%
	Asian	16	1.0%
	African American/Black	288	18.1%
	Hawaiian	0	0%
	Hispanic	78	4.9%
	Two or More	5	0.3%
	U.S. Nonresident	5	0.3%
	Unknown	29	1.8%
	White	1158	72.7%

Source: Office for Institutional Research and Effectiveness, ASUN, May 2023

Spring 2023 Preliminary Student Data:			
Underrepresented Minority (as defined by ACT 1091) 27% Total Enrollment 1716	American Indian	17	1.0%
	Asian	27	1.6%
	African American/Black	306	17.8%
	Hawaiian	2	0.1%
	Hispanic	113	6.6%
	U.S. Nonresident	3	0.2%
	Unknown	149	8.7%
	White	1099	64.0%

Source: Office for Institutional Research and Effectiveness, ASUN, May 2023

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

Employees by Race/Ethnicity (November 2022)			
Underrepresented Minority (as defined by ACT 1091) 7.86% Total Employees 278	Asian	1	0.33%
	Black	20	7.2%
	Hawaiian	1	0.33%
	Hispanic	1	0.33%
	Two or more	4	1.4%
	White	251	90.3%
	Total	278	100%

Source: Office for Institutional Research and Effectiveness, ASUN, May 2023

	Titles of Minority Employees
	Academic Coordinator
	Admissions and College Eng Coord
	Assistant to the Vice Chancellor
	Associate Professor of Physical Science
	Career Coach
	Chancellor
	Dean for DEI
	Dean for General Education
	Director of Career Pathways
	Division Chair
	Extra Help
	FT Non-Classified Prov NE
	Information Systems Manager
	Institutional Services Assistant
	Instructor
	Intake and Assessment Special
	Part-Time Adj Salary Gen Ed
	Part-Time Adjunct Hourly
	Part-Time Extra Help Prov
	Senior Instructor of Nursing

Source: Office for Institutional Research and Effectiveness, ASUN, May 2023

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

Full-time Faculty Minority Counts:	
Black	2
Hawaiian	1
Two or more	1
Total	4

Adjunct Faculty Minority Counts:	
Asian	1
Black	3
Total	4

Source: Office for Institutional Research and Effectiveness, ASUN, May 2023

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

Minority Faculty and Staff Hired in 2022:	
Black	6
Hispanic	1
Two or more	1
Total	8

Source: Office for Institutional Research and Effectiveness, ASUN, May 2023

PROGRESS IN MEETING INSTITUTIONAL GOALS:

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

Recruitment and Retention of Faculty and Staff Goals:

- Goal 1: Ensure ASUN's commitment to diversity and inclusion is clear and transparent across all stakeholder groups.
- Goal 2: Create an inclusive culture that promotes the recruitment and retention of minority faculty and staff, while monitoring for areas of underrepresentation.
- Goal 3: Create consistent and responsive job descriptions and titles, advertising placement, and diversity programs to attract a diverse applicant pool.
- Goal 4: Create and employ assessment processes to ensure we are progressing in our commitment to diversity, equity, and inclusion.

Goal 1: Ensure ASUN's commitment to diversity and inclusion is clear and transparent across all stakeholder groups.

2022-2023 Strategies for Achieving the Goal:

- In July 2022, the Office for Diversity, Equity and Inclusion was funded, and a Dean for Diversity, Equity and Inclusion was hired to provide oversight for initiatives and programs.
- The institution's Diversity, Equity, and Inclusion Council met monthly to review and share any suggestions and concerns. The council is comprised of faculty and staff across all campuses to ensure broad representation in shared governance structures that guide campus initiatives and support communication across campus departments.
- Faculty and staff participated in a series of discussions through Campus Connections, Caring Campus and DEI Lunch & Learns that promoted the institution's commitment to inclusion and a sense of belonging on campus.
- During the 2022-2023 academic year, ASUN hosted author, Clifton Taubert to discuss the importance of inclusive campuses. A session was provided for campus leaders, faculty, staff and students as well as the community.

Goal 2: Create an inclusive culture that promotes the recruitment and retention of minority faculty and staff, while monitoring for areas of underrepresentation.

2022-2023 Strategies for Achieving the Goal:

- Community Engagement and Human Resources hosted a New Employee orientation luncheon at the start of each semester to ensure collaboration and connection across campuses and departments.
- Employee Appreciation picnic and celebration was hosted at the end of the spring semester. Recognition of employee contributions and awards were distributed.

- Annually, nominations are submitted for the campus Diversity Champion Award. This recognition boosts morale and encourages inclusive engagement.
- Campus job descriptions and advertisements were/are reviewed to ensure the absence of bias as a means of attracting a diverse pool of applicants.
- Minority employee data was collected and developed strategies to retain diverse faculty and staff reviewed for any changes.
- This year's participation in local programs and events provided an opportunity to share about the DEI effort of ASUN during the Craighead County NAACP Annual Gala (September 2022). ASUN was named the recipient of the Advancing Equity in Higher Education award.

Goal 3: Create consistent and responsive job descriptions and titles, advertising placement, and diversity programs to attract a diverse applicant pool.

2022-2023 Strategies for Achieving the Goal:

- Leveraged technology to deploy training tools to assist hiring managers with search committee development and processes.
- Educated and communicated regarding bias training and the importance of diversity in the search process.
- Reviewed and engaged new locations and methods for advertising job opportunities-evaluate effectiveness annually.

Goal 4: Create and employ assessment processes to ensure we are progressing in our commitment to diversity, equity, and inclusion.

2022-2023 Strategies for Achieving the Goal:

- Human Resources advertised employment opportunities in various publications including those geared towards underrepresented populations.
- Conducted assessment of campus climate, onboarding, transition, and retention strategies.
- Reviewed minority faculty and staff composition to ensure representation is parallel to that of the student body.

Recruitment and Retention of Students Goals:

- Goal 1: Recruit and enroll greater numbers of students from minority groups to create the cultural diversity that parallels that of the region.
- Goal 2: Increase the institution's graduation and retention rate for minority students by providing an academic environment which will motivate and enable students from diverse backgrounds to achieve their educational goals.
- Goal 3: Increase the amount of financial support for programs, services and scholarships which target students from underrepresented groups.

Goal 1: Recruit and enroll greater numbers of students from minority groups to create the cultural diversity that parallels that of the region.

2022-2023 Strategies for Achieving the Goal:

- In area schools, concurrent enrollment initiatives and recruitment provide networking and collaboration with high school counselors, teachers, and students. Strategies to engage diverse administrators with underrepresented serving schools are underway.
- Enrollment Services, Workforce Development and Academics collaborated with business and industry to recruit and retain individuals (including minority) who desire programs offered by ASU-Newport.
- ASUN faculty and staff participated in local events and programs within the college service areas. These events included local fairs, community service and educational activities. Several faculty and staff participated in a diversity initiative, *See Me; Be Me*, designed to expose junior high school students to diverse careers and professionals in their community.
- During the Spring semester, the Board of Trustees approved the implementation of an Athletics program. This program works to engage with diverse students and will diversify the campus life experience for all students.

Goal 2: Increase the institution’s graduation and retention rate for minority students by providing an academic environment which will motivate and enable students from diverse backgrounds to achieve their educational goals.

2022-2023 Strategies for Achieving the Goal:

- ASU-Newport is now partnered with TimelyMD to deliver TimelyCare – a new virtual health and well-being platform for students. The service provides 24/7 access to virtual care at no cost.
- Through the Academic and Student Affairs division, student support services are available including basic needs such as food pantry. Students have access to food pantries on each of our campuses.
- The Office for Diversity, Equity and Inclusion offers training workshops and professional development opportunities for the university faculty, staff and students. The goals of the sessions are to provide training, bring awareness and education for faculty, staff, and students to engage in and foster a welcoming and inclusive campus community.
- Continue mandatory new student orientation for all first-time entering ASU-Newport students. For this upcoming year, the sessions have been expanded to accommodate students’ varying schedules and interests.
- Continue to promote ASU-Newport Academic Support Centers as resources for computer-based and self-paced developmental instruction.
- Faculty and staff referred students experiencing academic challenge early in the semester through the Early Alert system. Faculty will continue to be supported in identifying and referring students for additional support.

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

2022-2023 Strategies for Achieving the Goal:

- Career Pathways Initiative provided outreach workshops to diversify their program participants by major, race and gender.

- In recruiting at local high schools, information regarding financial aid was provided. Students from area high schools, including targeted have accessibility to staff for assistance in completing the process.
- ASUN will continue to identify scholarship and grant programs that seek to increase enrollment of students from underrepresented groups in the areas in high demand areas.
- With new technology and the one-stop services, our campus expects to expand access to resources for all students including those from underrepresented groups.

SUMMARY OF STRATEGIES

Indicators for Success

Just as ASU-Newport has key performance indicators that are benchmarks used to assess the success of the current strategic plan, similar indicators for success accompany this plan as indicators of progress toward accomplishing the goals in minority recruitment and retention. The indicators include:

- Increase the diversity in the faculty and staff to parallel that of the student body.
- Increase minority student enrollment.
- Increase retention rate of minority students.

Timeline for Strategies

The timeline for implementing each strategy is the same for each goal stated in this plan. All activities are ongoing and were initiated in the fall 2021 and continue through summer of 2026 (per the five-year plan).

For submission of the annual report, progress in achieving the goals of this plan will be provided each June.

Budget

Starting in July 2022, a new position, Dean for Diversity, Equity and Inclusion, was created with a salary of (\$62,000) allocated to diversity, equity and inclusion work. The operational budget for inclusive programming initiatives and supplies was \$3000 for the fiscal year.

Although no specific budget allocations were assigned to these activities, Enrollment Services, Human Resources and Community Engagement departments will provide appropriate amounts for recruitment, advertising and marketing in ensuring the goals of this plan are achieved.

Assessment for Effectiveness

Annual reports required by ADHE will include progress made in achieving these indicators and changes will be made at ASU-Newport to ensure continual progress with recruitment and retention of minority students, faculty, and staff.

Minority Recruitment and Retention Annual Report
(Due annually by June 30th each year)

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

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

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

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

Enrollment Headcount	2022-23 Unduplicated	Enrollment % of 2022-23 Unduplicated	2021-2022 Unduplicated	Enrollment % of 2021-22 Unduplicated	Summer 2022	Enrollment % of Summer 2022	Fall 2022	Enrollment % of Fall 2022	Spring 2023	Enrollment % of Spring 2023	Summer 2023 *	Enrollment % of Summer 2023 *
African American	383	25.3%	305	14.8%	115	33.6%	262	22.8%	260	23.7%	98	30.7%
Hispanic	179	11.8%	145	7.1%	14	4.1%	148	12.9%	155	14.1%	11	3.4%
2 or >	13	0.9%	69	3.4%	0	0.0%	13	1.1%	0	0.0%		0.0%
Other Minorities	42	2.8%	38	1.8%	1	0.3%	79	6.9%	83	7.6%	4	1.3%
Minority Total	617	40.8%	557	27.1%	130	38.0%	502	43.6%	498	45.4%	113	35.4%

* Summer 2023 unofficial count

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

Arkansas State University Three Rivers has 26 minority faculty and staff who currently work for the institution. Position titles include:

- Work Study
- Networking Instructor
- Truck Driving Instructor
- Administrative Specialist
- Computer Lab Technician
- Computer Support Technician

- Cosmetology Instructor
- Education Counselor
- Extra Help
- Adjunct Nursing Faculty
- Fiscal Support Analyst
- Project/Program Manager
- Business Technology Faculty
- Construction Instructor
- Admissions Advisor
- Health Professions Instructor

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

Arkansas State University Three Rivers has 16 full-time faculty; 14- Black, 1-Native American, and 1-Asian.

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

Arkansas State University Three Rivers has 2 minority adjunct faculty; 1-Black, and 1-Hispanic.

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

Arkansas State University Three Rivers has 7 minority faculty and staff who have been hired since July 1, 2022; position titles include Construction Instructor, Work Study, Extra Help, and Admissions Advisor.

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

Race/Ethnicity	AY 2023 Undergraduates	% of AY 2023 Undergraduates	AY 2022 Undergraduates	% of AY 2022 Undergraduates	AY2021 Undergraduates	% of AY2021 Undergraduates
Asian	4	0.54%	6	0.81%	6	0.80%
Black	218	29.58%	203	27.32%	221	29.31%
Hispanic	31	4.21%	40	5.34%	39	5.17%
Indian	9	1.22%	3	0.40%	2	0.27%
Native Hawaiian	4	0.54%	1	0.13%	1	0.13%
Non-Resident	2	0.27%	-	-	-	-
Two or More	4	0.54%	35	4.71%	32	4.24%
Undeclared	13	1.76%	-	-	-	-
Total	285	38.66%	288	38.71%	301	39.92%

- As demonstrated in the enrollment figures above, our minority student population increased by 13.7% since the 2021-2022 academic year.
- The Human Resources team is working collaboratively with the Public Relations department to develop advertisements for open positions that are reflective of our college community. Images that are reflective of the minority groups in which we would like to see greater representation are included. The Human Resources team markets our job openings on a variety of platforms and through various community organizations to increase our potential to recruit minority employees. The robust benefits that the College offers to its employees, i.e. retirement and tuition discount programs, are promoted through these marketing efforts. The hope is that these benefits will further incentivize members of our community to apply to our open positions.
- Our campus continues to host and participate in community minority events. This year those included MLK Day (35 employees participated in the MLK parade which took place in downtown Malvern), Black History Month, Women's History Month, Cinco de Mayo activities, Passover Seder, and Juneteenth Celebration. We have collaborated with the ASUTR Student Government Association and Learning Resource Center, Mosaic Templars Cultural Center in Little Rock, AR., the Malvern Henson-Benson Foundation, and the Malvern Dr. Martin Luther King, Jr. Association.
- ASU Three Rivers hosts a Community Advisory Committee meeting quarterly to communicate with and gather feedback from our community leaders that are minorities.
- The ASU Three Rivers Dr. Martin Luther King, Jr. scholarship is awarded annually to a student who shares the ideals and teachings of the late Dr. Martin Luther King, Jr. which pays tuition for the fall and spring semester up to 15 hours.
- The ASUTR Adult Education program continues to attend re-entry fairs held at the Ouachita River Correctional Unit.
- The college initiated the Chancellor's Malvern Ministers Committee to partner with the Malvern Ministerial Alliance to better inform the minority communities about the College (taken from the strategic action plan 2019-2023). This meeting is held annually.
- **Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.**
 - The college has a DEI Council that meets monthly to discuss issues regarding Diversity, Equity, and Inclusion. We have established the following priorities: 1. Recruit and Retain students/employees that are representative of our community population 2. Create and disseminate diversity training for current employees. 3. Develop and implement advertising that appeals to underserved student populations, 4. Improve communication skills of employees, which will lead to 5. Creating an institutional culture that embraces diversity as a norm.

- The Human Resources Director is actively participating with local minority community groups to gather feedback on how to reflect their voices in the hiring process. Employees will also be enrolled into our Canvas learning management software where they will have access to various trainings including topics of diversity, equity, and inclusion.
- The institution will be implementing a Ready, Set, Go...to College program for minority students and parents during the fall semester. This support meeting will be held quarterly and will provide in-depth support to parents and their students on what steps they need to take to prepare for college entry. Topics to be addressed will include: concurrent enrollment, volunteer/civic activities, admission testing, required documentation, financial aid, advising, campus resources, differences between high school and college.
- Activities that we would like to add for this academic year include celebrating Hispanic Heritage Month (September 15-October 15), Native American Heritage Month in November and Asian American and Pacific Islander Heritage Month in May.
- Indicators/benchmarks will include enrollment trends and staffing data that has a positive percentage change in minority data from one year to the next.
- **Include your timeline, budget, and methods used to assess and monitor progress.**
 - The new strategies and activities will be implemented during the course of the next academic year. The progress monitoring will be done by tracking participation and attendance.
 - To address the lack of fiscal support for minority initiatives we will establish a discretionary fund to be supported by fundraising efforts.

ATU
 Minority Report
 Fiscal Year 2023

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

Ethnicity	Student Count
Asian/Pacific Islander	169
Hispanic	986
American Indian/Alaska Native	67
Non-Resident Alien	221
Hawaiian	5
African American	591
Multiple Ethnicities	411
Total	2450

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

Minority Faculty/Adjunct Title	Ethnicity	Count
Adjunct	Asian	1
Adjunct	Black or African American	4
Adjunct	Hispanic	6
Adjunct	Other/Unknown	2
Faculty FT 9M	American Indian-Alaskan Native	2
Faculty FT 9M	Asian	31
Faculty FT 9M	Black or African American	10
Faculty FT 9M	Hispanic	3
Faculty FT 9M	International - Non-Resident Alien	1
Workforce Ed Faculty	Hispanic	1
Total		61

Minority Staff Title	Ethnicity	Count
Academic Advisor	Hispanic	1
Academic Advisor	Black or African American	1
Administrative Specialist II	Hispanic	1
Administrative Specialist III	Asian	1
	Black or African American	1
	Hispanic	1
Assessment Coordinator	American Indian-Alaskan Native	1
Assistant Athletic Trainer	Black or African American	1
Assistant Coach	Black or African American	2
Assistant Registrar	Asian	1
Asst Dean of Students	Hispanic	1
Asst Sports Info Director	Hispanic	1
English Lang Institute Coord	Asian	1
Executive Dir Advancement Svcs	Black or African American	1
Financial Aid Analyst	Hispanic	1
Fiscal Support Analyst	American Indian-Alaskan Native	1
	Hispanic	1
Human Resources Assistant	Hispanic	1
Industry Training Specialist	Hispanic	1
Institutional Services Asst	American Indian-Alaskan Native	2
Instructional Designer	International - NonRsdnt Alien	1
Network Support Specialist	Asian	1
Proj/Prg Dir Sports Medicine	Black or African American	1
Project/Program Administrator	American Indian-Alaskan Native	1
	Black or African American	1
Public Safety Officer	Hispanic	1
Registered Nurse	American Indian-Alaskan Native	1
Spec Projects Coordinator	Hispanic	1
Special Projects Coordinator	Hispanic	1
Student Development Specialist	Black or African American	1
Student Supp Svcs Advisor	International - NonRsdnt Alien	1
Systems Specialist	American Indian-Alaskan Native	1
Total		34

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

Minority Faculty	
Ethnicity	Count
American Indian-Alaskan Native	2
Asian	31
Black or African American	10
Hispanic	4
International-Non-Resident Alien	1
Total	48

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

Minority Adjunct	
Ethnicity	Count
American Indian-Alaskan Native	0
Asian	1
Black or African American	4
Hispanic	6
Other/Unknown	2
Total	13

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

New Hires	
Ethnicity	Count
American Indian-Alaskan Native	1
Asian	3
Black or African American	4
Hispanic	3
International – Non-Resident Alien	2
Native Hawaiian-Pacific Island	0
Total	13

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

Affirmative Action and Equal Employment Opportunity Officer

Arkansas Tech University is committed to maintaining a positive learning, working and living environment that is free from any form of discrimination. The AA/EEO Officer will monitor implementation of equal opportunity, affirmative action, sexual harassment, and non-discrimination policies through compliance activities including education and training of Arkansas Tech University faculty and staff.

In 2023, this office has actively worked toward developing goals and measurements for the expansion of underrepresented faculty and staff in the recruitment process as established in the University's Strategic Plan.

Equity & Diversity Committee (University standing committee)

The Equity and Diversity Committee targeted and benchmarked evidence-based action items for the recruitment and retention of underrepresented students, faculty, and staff within their Strategic Plan for Inclusive Excellence. This plan follows the goals of the ATU Strategic Plan of 2025.

During fiscal year 2023, the Equity and Diversity Committee and its subcommittees met to discuss several goals in its Strategic Plan for Inclusive Excellence. To list a few areas of discussion or action:

- a. Academic and Enrollment Partnerships;
- b. Minority Mentorship Program;
- c. Developed faculty and staff survey to determine competency with marginalized groups; and
- d. Made recommendation to the University regarding the Martin Luther King Jr. walkway removal, storage, rededication, and communication strategy during the construction period of this area.

The Equity and Diversity Committee will continue to serve the campus by leading efforts to create an environment that respects, celebrates, and cultivates diversity and inclusion. This will be accomplished by formulating recommendations, reviewing policy, and identifying steps to implement recommendations.

Admissions Department

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

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

The Department of Diversity and Inclusion (DDI) focuses on enhancing and supporting the experiences of students within underrepresented populations and marginalized groups. While promoting a campus environment that welcomes inclusiveness and multiculturalism, DDI aims to enrich student success from the first-year until graduation. DDI is the primary support for registered student organizations (RSOs) that represent aspects of diversity and inclusion; DDI is

also home to diversity and social justice trainings/workshops, and cultural celebration events designed to support the overall success of underserved students as well as strengthen the cultural competency of the campus community, therefore fostering a conscious campus climate while steadily moving ATU from equality to equity.

Training events during the fiscal year 2023 included but were not limited to:

- Diversity, Inclusion & Belonging
- National Hispanic Heritage Month Activities
- Faculty and Staff Inclusive Engagement Workshops
- Black History Month Specific Workshops
- Women's Appreciation Month Seminars
- Faculty and Staff Microaggression and Cognitive Bias Education Training

By attending events and trainings that promote inclusive excellence and a diverse culture across campus. It develops necessary cultural competency skills, distinguishes equity from equality, and employs inclusive language in and outside of the classroom.

Below is a listing of the diverse Registered Student Organizations (RSOs) with a mission to bring awareness about underrepresented students:

- African American Student Association
- Alpha Phi Alpha Fraternity, Inc.
- Hispanic Student Association
- Zeta Phi Beta Sorority, Inc.
- Saudi Student Club
- SPECTRUM
- United Voices of Praise
- Special Olympics College
- United Black Consciousness
- Student Members and Veterans of America
- Omega Psi Phi Fraternity, Inc.

- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

ATU Strategic Plan 2025

ATU 2025 Strategic Plan, developed and adopted by the Board of Trustees at the June 2022 Board meeting, was implemented during the 2023 fiscal year. Diversity, equity and inclusion are valued and embedded in this plan. Goal 3, Item 2 states: *Expand recruitment for minority candidates for faculty and staff positions.*

During fiscal year 2023, ATU has provided budgeted funds for competitive and diverse job advertising. Additionally, ATU selected and purchased a companion product to aid its hiring teams in constructing diverse and inclusive job advertisements. Current software has been leveraged to track and compile information in order to provide evidence-based data analysis for goal review and measurement.

The Equity and Diversity Committee will continue to execute the initiative and goals of ATU's Strategic Plan of 2025. In addition, the Committee will continue implementation of a Strategic Plan for Inclusive Excellence that align with the ATU Strategic Plan of 2025, including but not limited to its implementation of the EverFi annual diversity training, an online diversity and inclusion training program available to students, faculty, staff, and administrators at ATU.

ATU will continue to offer professional development in partnership with Just Communities of Arkansas for all interested faculty and staff.

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

Timeline

Our efforts to recruit underrepresented faculty and staff continue. Recruitment and retention data is assessed and findings are evaluated on an on-going basis.

Budget

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

Methods of Assessment

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

Minority Recruitment and Retention Annual Report
(Due annually by June 30th each year)

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

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

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

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

2 or More	42
American/Alaska Native	2
Asian	9
Asian/Pacific Islander	6
Black or African American	68
Hawaiian/Pacific Islander	5

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

Black FT Faculty Member	1
Black FT Staff Member	1
Hispanic-American/Alaska Native Adjunct Faculty Member	1
Black Adjunct Faculty Member	2
2 or more Adjunct Faculty Member	1

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

1 Black Faculty Member

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

1 Black Staff Member

- Number of minority adjunct faculty, by minority group, who currently work for the institution.
 - 1 Hispanic-American/Alaska Native Adjunct Faculty Member
 - 2 Black Adjunct Faculty Member
 - 1 2 or more

- Number and position title of minority faculty and staff who began working at the institution in the past year.
 - 1 Hispanic Adjunct Faculty Member
 - 1 2 or more Adjunct Faculty Member
 - 1 Black Staff Member

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

Black River Technical College continues the work with the minority and recruitment task force with whom we have liaisons in the minority populations of our surrounding communities, specifically in the Hispanic, African American, and Marshallese/Pacific Islander populations. The College shares all job advertisements with these liaisons in hopes of recruiting more minority faculty and staff members at BRTC.

Great progress has been made in the last year in the recruitment and retention of minority students to BRTC. Great progress has also been made in the local community regarding the college's minority outreach efforts.

This progress is evidenced by BRTC sponsoring the Eddie Mae Herron's second annual Juneteenth celebration and Vice President of Student Affairs, Jason Smith, being asked to be the keynote speaker for the second year in a row.

BRTC has made deliberate efforts to connect with local minority civic leaders and recruit them to serve as "BRTC Community Outreach Coordinators" for the college. These leaders help BRTC better understand the needs of the local minority populations as well as help bridge the gap between local populations and the college.

Another great step in the progress to reach minority students is the expansion of the efforts to recruit local Pacific Islander students to attend BRTC. The annual Pacific Islander Recruitment Preview Day was held for the third year on BRTC's campus. This event brought all the junior and senior Pacific Island students from Pocahontas High School to BRTC to learn about the programs BRTC offers and how to pay for college.

Lastly, BRTC has increased the minority student population in multiple key areas in the last academic year.

Increase in Asian students from 6 to 9 = 50% increase
 Increase in Pacific Islander students from 8 to 11 = 37.5% increase
 Increase in African American students from 57 to 68 = 19.2% increase

- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
1. Continuing usage of the BRTC Minority Recruitment and Retention Taskforce which is guided by BRTC's Community Outreach Coordinators who help BRTC better understand the needs of minority students and how to more effectively recruit new minority students to BRTC. This minority recruitment taskforce will help develop specialized recruitment messaging and programming to increase awareness amongst the local minority population in order hopefully increase the number of minority students at BRTC.
 2. Participating yearly in a session on KLEK minority radio show "Community Connections," in order to provide beneficial college enrollment information to the minority community in Northeast Arkansas.
 3. Continue and expand the Pacific Islander Preview Day at BRTC. The event consists of a campus tour, specialized sessions involving academic majors, admissions, and financial aid information tailored to the local Pacific Island population and their specific education.
 4. Spotlight minority students on the BRTC social media student spotlights. These spotlights will help increase awareness of current minorities on campus and give an insight into their experience at BRTC.
 5. Continue sponsoring the Juneteenth Celebration by the Eddie Mae Herron Center (a local African American museum which provides programs to bridge the divide between all groups of people in the local community).
- Include your timeline, budget, and methods used to assess and monitor progress.

The timeline for increasing the minority student population will be fall 2024. The Office of Recruitment has an annual budget of nearly \$14,000. These recruitment funds will be utilized to fund the Marshallese Day and any new initiatives the minority recruitment and retention task force create. Lastly, surveys will be given to all participants of the Marshallese Day, and to constantly assess the effectiveness of BRTC's minority recruitment initiatives.

Submit your annual report electronically to academic.affairs@adhe.edu by June 30.



UA Cossatot

University of Arkansas Cossatot

Minority Recruitment and Retention

Annual Report, June 2023

Submitted to: Arkansas Department of Higher Education

By: Dr. Ashley Aylett

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I. MINORITY STUDENT RECRUITMENT AND RETENTION

In the area of minority student recruitment, we continue to target the Latino populations with very specific advertising geared towards that group. We have been the only Arkansas Hispanic Serving Institution for several years now. We are also strongly targeting African American, as this group is a large percentage of the local population. We have been steadily increasing African American enrollment since AY17/18 are hopeful new initiatives will help us continue to increase our number of African American students. We advertise and market through several local publications that target African American and Latino populations. We have also added a Center for Students Success, which focuses on recruitment and retaining of minority and high-risk populations. Our Director of Institutional Research is working closing with Student Services, alongside our Enrolment Management Plan, to monitor all groups of students so we can better determine areas to target. Minority Student Enrollment is as follows:

Percentage of minority students, by minority group, who attended UA Cossatot:

	Asian	African American	American Indian/Alaskan Native	Hispanic/Latino	Hawaiian/Pacific Islander
Fall 17/Spring 18	.55%	11.18%	4.27%	27.09%	.55%
Fall 18/Spring 19	.28%	12.18%	4.24%	27.45%	.60%
Fall 19/Spring 20	.53%	12.48%	3.28%	27.93%	.32%
Fall 20/Spring 21	.64%	13.13%	3.82%	26.75%	.23%
Fall 21/Spring 22	1.08%	13.6%	3.87%	27.35%	.47%
Fall 22/Spring 23	.93%	14.93%	3.73%	28.13%	.57%

II. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

UA Cossatot currently has 32, up from 30 in previous year, full-time faculty/staff minorities. We continually focus on target minority groups when advertising for positions.

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

	2021 Reporting		2022 Reporting		2023 Reporting	
American Indian	<ul style="list-style-type: none"> • Division Chair of Allied Health • Director of Human Resources 	3	<ul style="list-style-type: none"> • Division Chair of Allied Health • Director of Human Resources • ARNEC Information Specialist • Career Services Coordinator 	4	<ul style="list-style-type: none"> • Division Chair of Medical Professions • Director of Human Resources • ARNEC Information Specialist 	5

	<ul style="list-style-type: none"> • ARNEC Information Specialist 				<ul style="list-style-type: none"> • Career Services Coordinator • Financial Aid Specialist 	
Hispanic	<ul style="list-style-type: none"> • History Instructor • AR Works Career Coaches • Financial Aid Specialist • Institutional Officer Supervisor • Administrative Specialist I • (2) Academic Advisor • Administrative Specialist III • Coordinator for Center for Student Success 	9	<ul style="list-style-type: none"> • History Instructor • AR Works Career Coach • (2) Financial Aid Specialist • Institutional Officer Supervisor • (2) Administrative Specialist I • (2) Administrative Specialist III • Coordinator for Center for Student Success • Soft Skills Instructor/Trainer • Institutional Services Assistant • Assistant Registrar 	13	<ul style="list-style-type: none"> • History Instructor • Financial Aid Specialist • Administrative Specialist I • (2) Administrative Specialist III • Coordinator for Center for Student Success • Soft Skills Instructor/Trainer • Institutional Services Assistant • Registrar • (2) Academic Advisor • Social Media Specialist • Network Hub Program Manager • YB Job Developer 	14
Asian	None		None	0		
African American	<ul style="list-style-type: none"> • (2) Institutional Services Assistant • Financial Aid Analyst • Director of Career Pathways • Administrative Specialist III • Athletic Director/Head Basketball Coach • YouthBuild Pathway Case Manager 	9	<ul style="list-style-type: none"> • (2) Institutional Services Assistants • Financial Aid Specialist • Director of Career Pathways • Administrative Specialist III • Athletic Director/Head Basketball Coach • YouthBuild Pathway Case Manager • YouthBuild Job Developer/Placement Specialist • (2) Academic Advisor 	13	<ul style="list-style-type: none"> • (2) Institutional Services Assistants • Financial Aid Specialist • Director of Career Pathways • Administrative Specialist III • Athletic Director/Head Basketball Coach • Associate/Assistant Basketball Coach • YouthBuild Program Manager • Academic Advisor • Professional Studies Faculty 	13

	<ul style="list-style-type: none"> • Student Accounts Officer 		<ul style="list-style-type: none"> • Professional Studies Faculty • Career Coach- Horatio High School 		<ul style="list-style-type: none"> • Public Safety Officer • Career Coach- Horatio High School • Professional Studies Instructor 	
TOTALS		21		30		

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

- In 2018 we lost the single Asian instructor and lost the single African American instructor during 2019 but have retained the Hispanic instructor. It is very difficult for us to recruit minority faculty in our rural area. During 2020 no new instructors were recruited due to the COVID-19 pandemic and enrollment decreases. During 2021/2022 an African American Instructor was hired for Professional Studies.
- During 2022/2023 an African American Public Safety Officer, an Athletic Director and an Assistant Basketball Coach, and an American Indian Financial Aid Specialist were recruited as new hires. Our African American, and Asian numbers stayed the same, with some coming and going, but an overall increase of 1 Hispanic, and 1 American Indian were recruited.

American Indian	
1	
Hispanic	
1	
	TOTAL:
1	2

Number of minority, part time adjunct faculty who currently work for the institution:

Hispanic	African American	American Indian	TOTAL:
3	2	0	5

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

Hispanic	Administrative Specialist III Social Media Specialist	2
-----------------	--	----------

American Indian	Financial Aid Specialist	1
African American	Athletic Director/Head Basketball Coach Associate/Assistant Basketball Coach Career Coach-Horatio High School YouthBuild Job Developer/Placement Specialist	2
		TOTAL: 5

IV. MONITORING

Progress in Target Areas

STUDENTS:

- Hispanic: Our target is 25% Hispanic enrollment, which we attained for several consecutive years now. UA Cossatot has been recognized as the first Hispanic Serving Institution in Arkansas.
- Black: Our target is 12% African American enrollment. We have attained over 12% for 3 consecutive academic years.
- Native American: Our target is 4% Native American enrollment. We reached this number 17/18 and 18/19; however, we have declined under this target beginning 19/20. The Spring 2023 enrollment percentage for Native American was 3.71%

STAFF:

- We have had a 6% increase in minority faculty and staff during 2022-2032. We will continue to find new and better ways to recruit minority faculty and staff and hope to continue to improve our numbers to better mirror the demographics of our communities.

Timeline, Budget Assessment

TIMELINE:

- The timeline in judging success of the above efforts ran from July 1, 2022 through June 30, 2023.

BUDGET:

- With the overall increase in the categories measured, UA Cossatot will maintain the same budgeting levels, except for additional monies being provided for extra marketing efforts towards Latinos and African Americans. The mentioned targets our outlined in the institutions strategic plan, which will expire in 2020. The same targets will be the focus as we move forward during our next strategic planning phase.



MINORITY RETENTION PLAN

ANNUAL

REPORT

Academic Year

July 1, 2022 through June 30, 2023

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

ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan

Name of Institution: East Arkansas Community College

Name of Contact Person: Jack Hill – Vice President of Academic Affairs

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

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



2022 Annual Progress Report

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

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

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

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

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

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

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

**MINORITY RETENTION PLAN PROGRESS REPORT
JULY 2021-JUNE 2022**

ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN

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

The official enrollment for the Fall 2022 semester was 1177 students. The total number of minority students was 547, or 46% of our enrollment. Compared to Fall 2021, enrollment increased 11.56%. The official enrollment for the Fall 20 semester was 1055. The total number of minority students was 482 or 46% of our enrollment.

The official enrollment for the Spring 2023 semester was 1152 students. The total number of minority students was 525, or 46% of our enrollment. Compared to Spring 2021, enrollment increased 15%. The official enrollment for the Spring 2021 semester was 1006 students. The total number of minority students was 460 students, or 46% of our enrollment.

Objective 1: To maintain the Minority Male Assistance Program (MMAAP) and Diverse Women Program in an effort to increase student involvement on campus.

A. TO RETAIN PROGRAM PARTICIPANTS.

Success Indicator:

Retain 75% of all program participants until graduation or transfer.

Status:

During the 2022-2023 academic school year, we had no minority male students enrolled in the Minority Male Assistance Program. Plans are in place to address this deficiency. We lost our Student Activities Coordinator in September of 2022. We have yet to fill this position.

B. TO PROVIDE CO-CURRICULAR ACTIVITIES.

Success Indicator:

Attendance and participation in academic, cultural, and service activities.

Status: The framework for this metric is solid. Once we have a dedicated staff member in place, the data will show an extraordinary improvement in this area

Objective II: To retain minority students facing academic challenges such as excessive absences and/or course failure.

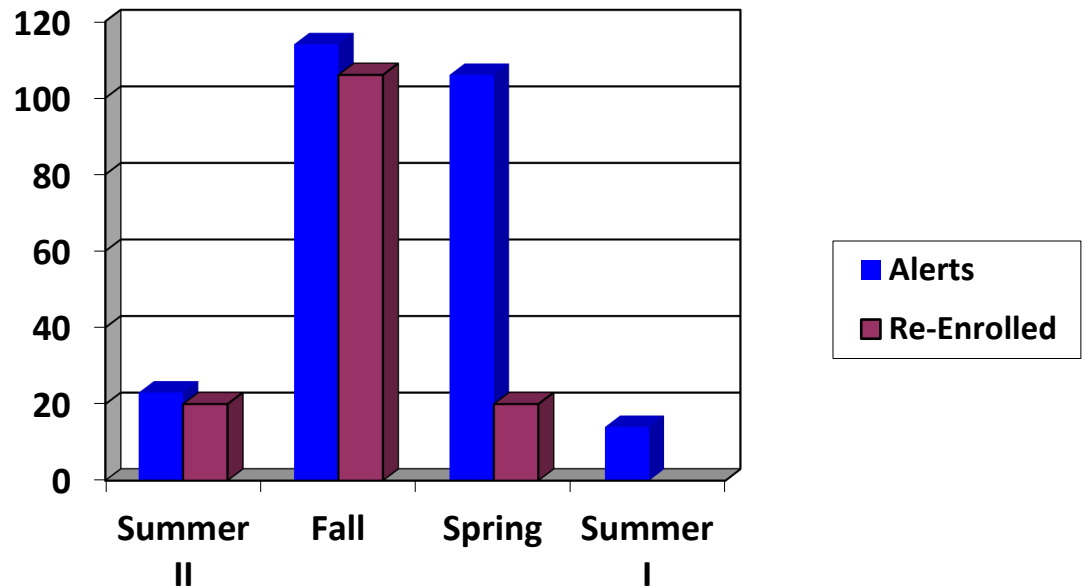
Success Indicator:

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

Status:

In the academic year of 2023, alerts were received for 256 students that included excessive absences, late work, lack of effort, poor test scores, and low performance. 23 students received alerts in the Summer II term and 20 students re-enrolled in Fall for an 87% retention rate. In Fall 2022, 114 students received alerts and 106 enrolled in the Spring 2023 semester for a 93% retention rate. 110 students received alerts in the Spring 2023 semester and 20 re-enrolled in Summer 1 for a 18% retention rate. 14 alerts have been received for Summer 1 with no determination on how many students will enrolled in Summer II.

See chart below.



Objective III: To strengthen academic advising for minorities.

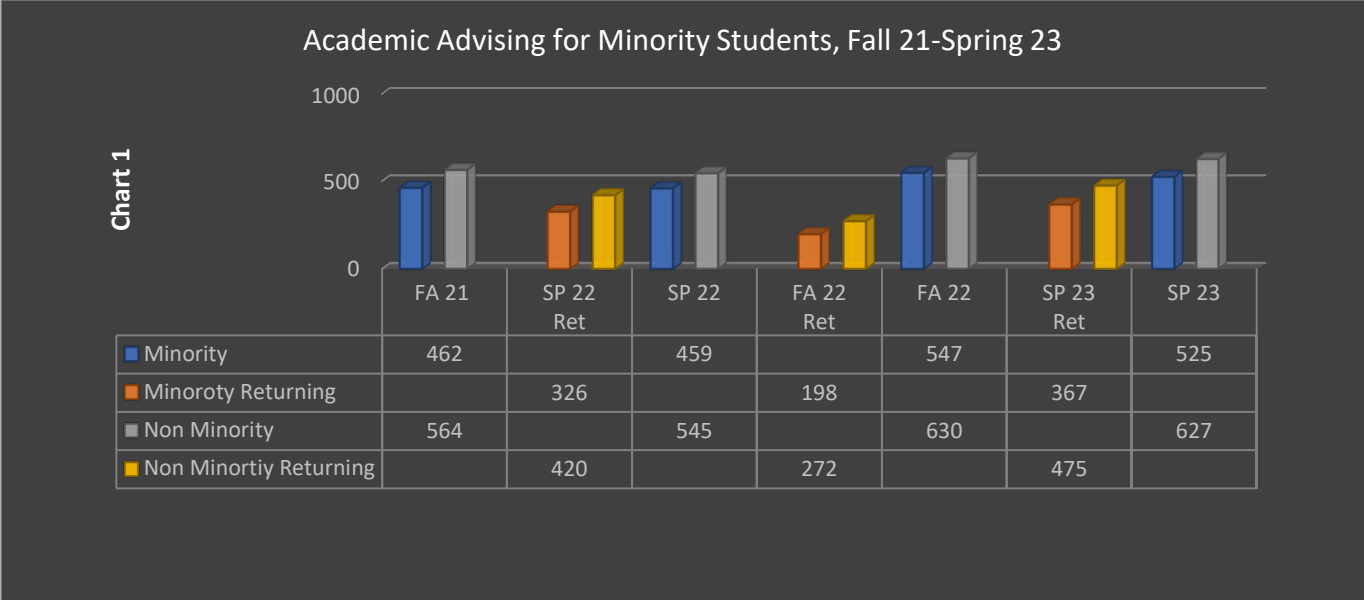
Success Indicator:

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

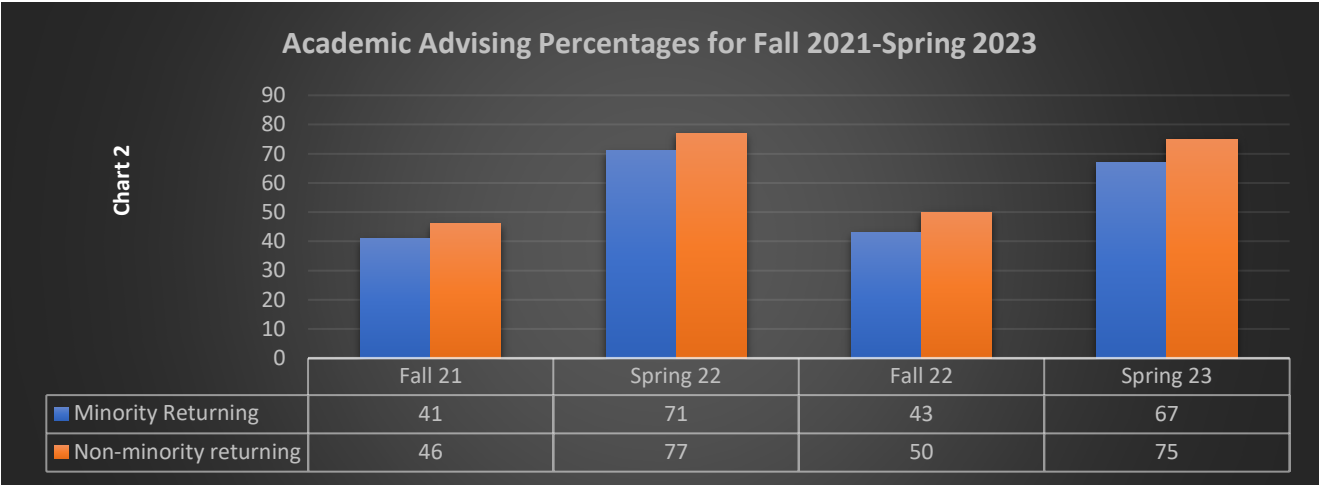
Status:

Data suggests that over a four-semester span, the retention rates for minorities who receives academic advising meets or exceeds the 45% threshold set forth by our success indicator in 2 of the 4 semesters.

(see chart below)



The data referenced in above charts illustrates the retention data starting with Fall of 2021 and continuing with each subsequent semester. The chart illustrates how minority students compare, with non-minority.



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

A. FINANCIAL AID WORKSHOPS

Success Indicator:

At least 65% of minority students will be retained from Fall semester to Fall semester.

Status:

During the Fall 2021 (AY22) semester, EACC provided seven (7) financial aid workshops. 103 attended and 25 of those in attendance were minorities. 15 of the minority students who attended financial aid workshops returned for classes in the Fall 2022 (AY23) semester for a retention rate of 60%. *Note: Retention rate does not include those who have graduated or successfully transferred to a four-year institution. *

B. COLLEGE WORK-STUDY PROGRAM

Success Indicator:

least 70% of minority participants will be retained from Fall to Fall semesters.

Status:

During the fall 2021 semester, seventeen (17) students participated in the Federal Work-study program and twelve (12) of these students were minorities. Of those twelve (12) minority students, seven (7) returned for classes in the fall 2022 semester and three (3) students graduated for a total retention rate of eighty-three percent (83%).

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

Success Indicators:

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

Status:

Eighty-six (86) minority students received services through Student Support Services during the FA23 (fall 2022) semester. Three (3) of these students graduated in December 2022, leaving eighty-three (83) eligible to return. In Spring 2023, seventy-one (71) of those eighty-three (83) eligible to return re-enrolled for a retention rate of eighty-four percent (84%).

Seventy-two minority students received services through Student Support Services during the FA22 (Fall 2021) semester. Seventeen (17) of these students graduated in December 2022 thru May 2023, leaving fifty-four (54) eligible to return. In FA23, thirty-seven (37) of those fifty-four (54) eligible to return re-enrolled for a retention rate of sixty-seven percent (67%).

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

A. TO ADVERTISE JOB OPENINGS

Success Indicator:

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

Success Indicator: EACC will utilize recruitment channels that are accessible to all to ensure equality of access to job postings, and to attract a diverse pool of candidates for available positions. The minority hiring rate will reflect an emphasis on diverse recruitment.

Status:

EACC expanded recruitment channels to include several online platforms available to users at no cost. EACC has simplified the application process, providing an online application tool to allow users to submit applications from their phone. The number of applications received has more than doubled since implementation of this tool. The Employment Security Division receives copies of position announcements and all EACC job openings are listed on the EACC website.

For the fiscal year 2022-2023, EACC employed 239 individuals. Of the 239 employees, 79 identified as a minority, comprising 33.05% of the employment population. The College onboarded 44 new hires during the academic year, 19 of which identified as a minority, resulting in a minority hiring rate of 43.2%.

Employee terminations and retirements totaled 31, of which 11 identified as minority, or 35.48%

B. TO OFFER INCENTIVES

Success Indicator:

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

Success Indicator: EACC will strive to offer a competitive salary and benefits package that is comparable to other schools within the State of Arkansas. EACC will introduce employee rewards and incentives, and a robust benefits package that is competitive with organizations within the region.

Status:

EACC offers a generous fringe benefit and leave package to employees with 100% of health and dental insurance paid for the employee, employer paid life insurance, long term disability insurance and EAP services. Employees are provided with a leave benefit package that is more generous than the private sector, including paid annual leave, sick leave, holiday pay, educational leave, catastrophic leave and paid maternity or parental leave for qualifying individuals. EACC offers three retirement plans with an employer contribution rate of 14% - 15.32%, which is well above the regional average.

Employees and their dependents may receive tuition waiver for EACC class enrollment. EACC has implemented a recognition program that includes year of service recognition, career service bonuses, and annually recognizes an Outstanding Faculty Member and Outstanding Staff Member. The recipients are chosen by committee and receive an award of five hundred dollars (\$500) at the annual award ceremony in April. EACC offers a Faculty and Staff Emeritus designation that is annually awarded to deserving retiring staff of EACC.

In reviewing a salary survey of Arkansas Community Colleges, EACC salaries were in line with similarly sized schools within the state. A notable increase cost of living and merit increase was provided to staff during the 2023-2024 academic year in order to increase the overall compensation. A Market Rate Adjustment Continuation was requested for several entry level positions to allow a higher entry level rate than the base rate. New salary ranges were adopted

that will be implemented at the beginning of the 2024 Academic year, which will increase EACC’s starting salary from \$11.10 per hour to \$13.50 per hour.

Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2022-2023 academic year.

33.05% of the positions at East Arkansas Community College are held by minority employees.

/ Position Title

1FT	Academic Advisor & Career Services Specialist	1
5FT	Admin Specialist I	5
2FT	Admin Specialist II	2
1FT	Assistant Registrar	1
1FT	Associate Director Financial Aid	1
5 FT	Career Coach	5
1FT	Community Outreach Coordinator	1
1FT	Director of Advising & Counseling	1
1FT	Director of Financial Aid	1
4FT/1PT	Institutional Services Assistant	5
1FT/1PT	Instructor-Cosmetology	2
3FT/3PT	Instructor-Truck Driving	6
1FT	Instructor / Director of RN Nursing & Radiologic Technology	1
1PT	Intramural Coach	1
1FT	Lab Supervisor	1
5FT/3PT	Maintenance Assistant	8
1FT	Maintenance Specialist	1
1FT	Maintenance Supervisor	1
1FT	Payroll Services Specialist	1
1FT	Secondary Career Center Coordinator & Career Coach/Supervisor	1
3PT	Security	3
1FT	SSS Tutorial Specialist	1
1FT	Academic Advisor/Student Retention Counselor	1
1FT	Registrar	1
1FT	Recruitment Coordinator	1
1FT	Dean of VOTE	1
1FT	Student Advisor	1
1FT	Transfer Career & Advising Specialist	1
2PT	Van Driver	2
1PT	Technical Assistant	1

Full-Time Faculty

7 7

Adjunct Faculty

5

5

PT Community Education

8

8

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

Success Indicator:

To retain at least 60% of the minority students in the Veterans’ Affairs Program from the Fall to Spring semester.

Status:

Fall 2022, there were 18 students enrolled receiving Veterans’ benefits. Of those, 14 individuals were minority students (78%). Of the 14 minority students enrolled Fall 2022, 10 minority students were retained to Spring 2022 for a retention rate of 71%.

Success Indicator:

To retain at least 45% of the minority students in the Veterans’ Affairs Program from Fall to Fall.

Status:

During the Fall 2022 semester, there were 18 students receiving Veterans’ benefits. Of those 14 were minority students (78%). Of the 14 minority students enrolled in Fall 2022, 4 were retained from the Fall 2021 term. Thus, 29% (4 of 14) of minority students receiving Veterans benefits were retained.

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

Success Indicator:

To retain 60% of Career Pathways minority students from Fall to Fall semesters.

Status:

During the fiscal fall 2022 semester, twenty-two minority participants were enrolled in Career Pathways and subsequently received one or more of the services delivered by the program including; but not limited to, academic advising and career planning; tuition and fees, textbooks, transportation (fuel), childcare and course related supplies. Of the program participants, eighteen are still enrolled with CPI for the fall 2023 semester. CPI was able to retain 82% of minority participants from fiscal Fall 2022 to fiscal fall 2023. Of the four students not retained in CPI, one student left for another job, one completed their program, one is not in CPI or in school, and one is not in CPI due to non-compliance but is still enrolled in school.



**2022/2023 MINORITY RECRUITMENT
AND
RETENTION ANNUAL REPORT**

Ginger Otwell
Institutional Research Associate
Office of Institutional Effectiveness
August 15, 2023

HENDERSON STATE UNIVERSITY

2022/2023 Minority Recruitment & Retention Annual Report

Throughout the years, Henderson State University has always tried to meet the diverse needs of our underrepresented populations. One of the university's primary missions is to create an environment that reflects diversity in the administration, faculty, staff and students, multiculturalism, equity, and inclusive academic excellence for all students.

In the 2021/2022 academic year, Henderson State University declared financial exigency, which has led to many changes to the overall makeup of the institution. Teachout plans for several of the university's degree programs began and faculty positions were cut in an effort to stabilize the institution's finances. Once word of the financial exigency was release it also had an effect on recruitment efforts.

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

Multicultural Students

To further put things into context, Henderson had a change in student enrollment from 2966 in 2021/2022 to 2777 in 2022/2023, an almost 7% decrease. We also saw an 11% decrease in multicultural students from 1,088 in 2021/2022 to 976 in 2022/2023.

Multicultural Students 2022/2023	
Ethnicity	Headcount
African American	596
American Indian	24
Asian American	47
Hispanic	177
Hawaiian	9
2 or More Races	67
International	56
<i>Total Multi-Cultural Students</i>	<i>976</i>

Multicultural Employees

The employees at Henderson State University have also undergone several changes between 2021/2022 and 2022/2023. We started with a hiring freeze on positions where employees left or retired from Henderson. In order to replace staff members that left the institution each department had to justify the need in detail. In regards to faculty, there was a large cut in full-time faculty in part due to the cut in degree programs and the need to help stabilize the overall budget for Henderson.

Below is the ethnicity breakdown by employees, full-time faculty, and part-time faculty.

Multicultural Employees 2022/2023	
Ethnicity	Headcount
African American	50
American Indian	1
Asian American	7
Hispanic	17
Hawaiian	1
2 or More Races	18
International	3
TOTAL	97
<i>Total Multi-Cultural Employees</i>	<i>404</i>

Full-time faculty positions were hit the hardest during the financial exigency. This group decreased by 76% throughout the 2022/2023 academic year through position cuts, retirements and faculty members leaving for positions at other institutions. There was less than 1% decrease in diversity employment.

Multicultural Full-time Faculty 2022/2023	
Ethnicity	Headcount
African American	5
American Indian	1
Asian American	4
Hispanic	4
2 or More Races	8
International	1
<i>Total Multi-Cultural Employees</i>	<i>23</i>

Part-time faculty positions increased during the 2022/2023 academic year by almost 100% to cover courses that needed to be taught.

Multicultural Part-time Faculty 2022/2023	
Ethnicity	Headcount
African American	6
Asian American	1
Hispanic	4
2 or More Races	2
International	1
Total Multi-Cultural Employees	14

Below is a list of the positions held by multi-cultural employees at Henderson:

Position Title	# Empl	Position Title	# Empl
12 Mo Hourly PT Non-Benefited	10	Director of Student Aid	1
Administrative Support	10	Director of Testing	1
Admissions Counselor	3	Education Specialist/Counselor	2
Assistant Director Of Student	1	Faculty - Assistant Professor	2
Assistant Registrar	1	Faculty - Associate Professor	9
Associate Dean of Student Services	2	Faculty - Professor	13
Associate Vice Chancellor	1	Faculty - Part-time	14
Athletics - Assistant Athletic Director	1	Librarian	1
Athletics - Assistant Coach	2	Library Technician	2
Athletics - Head Coach	3	Project/Program Director	2
Computer Lab Technician	1	Project/Program Manager	2
Counselor	2	Project/Program Specialist	4
Director of Admissions	1	Public Safety Officer	3
Director of Alumni	1	Vice Chancellor	1
Director of Instructional Technology	1	Total Employees	97

Institutional Goals and Objectives

Attached is a copy of the draft Henderson State University strategic plan. Henderson is in the process of hiring a new Chancellor, at which time, the finalized strategic plan will be available. However, please note that Henderson will continue its efforts to recruit and retain culturally diverse faculty, staff, and students, the Office of Student and External Affairs is utilizing the following strategies:

- To successfully attract and retain racially and ethnically diverse students, HSU must be able to meet the psychological, sense of belonging, and self-esteem needs of students. Retention services include counseling, tutoring, academic support, career planning, and placement services
- Provide strong social support and integration-social and cultural activities and organizations
- Sending job announcements to Historically Black Colleges and Universities;

Budget

Any associated expenses are absorbed by the office of Student Affairs and Student Success and Human Resources.



Minority Recruitment and Retention Report



North Arkansas College

2022-2023

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

The data below indicate student demographics for fall enrollment and percentages by race/ethnicity for the past six years. Further specifics are identified in the second table.

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

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Nonresident alien	1	0.1%	4	0.2%	5	0.3%	10	0.6%	6	0.3%	5	0.3%
White	1577	86.6%	1523	84.1%	1408	84.0%	1314	81.9%	1482	82.7%	1495	80.5%
Unknown	23	1.3%	17	0.9%	4	0.2%	26	1.6%	34	1.9%	50	2.7%
Minority	220	12.1%	268	14.8%	259	15.5%	254	15.8%	270	15.1%	306	16.5%
Total	1821		1812		1676		1604		1792		1856	

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Nonresident alien	1	0.1%	4	0.2%	5	0.3%	10	0.6%	6	0.3%	5	0.3%
Hispanic	123	6.8%	141	7.8%	146	8.7%	142	8.9%	148	8.3%	178	9.6%
American Indian	8	0.4%	9	0.5%	6	0.4%	4	0.2%	5	0.3%	12	0.6%
Asian	10	0.5%	19	1.0%	18	1.1%	14	0.9%	17	0.9%	7	0.4%
Black	16	0.9%	9	0.5%	16	1.0%	28	1.7%	28	1.6%	30	1.6%
Pacific Islander	4	0.2%	4	0.2%	4	0.2%	0	0.0%	7	0.4%	5	0.3%
White	1577	86.6%	1523	84.1%	1408	84.0%	1314	81.9%	1482	82.7%	1495	80.5%
Two or more	59	3.2%	86	4.7%	69	4.1%	66	4.1%	65	3.6%	74	4.0%
Unknown	23	1.3%	17	0.9%	4	0.2%	26	1.6%	34	1.9%	50	2.7%
Total	1821		1812		1676		1604		1792		1856	

As indicated above, other than a slight decrease from Fall 2020 to Fall 2021, minority enrollment has increased steadily and sustainably by 4.1% since Fall of 2017, despite an overall decline in enrollment from 2017 to 2021.

The college's international student population decreased slightly from Fall 2020 to Fall 2021.

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

Number of minority adjunct faculty who currently work for the institution

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

The tables below provide a snapshot of the employment culture of Northark College. In FY 2022-2023, among full-time employees 13 employees identified as minority (down 2 from last year), 12 were currently employed in June 2023 (up 1 from last year), and 2 minority employees were hired during the academic year (down 1 from last year).

Among part-time employees, 6 identified as minority, 5 were currently employed in June 2023, and 1 was hired during the academic year, as compared to last year's numbers of 12, 8, and 5, respectively.

	Employees during FY 2022-2023	Current Employees June 2023	New Employees FY 2022-2023
Operations Coordinator - Berryville	1	1	0
Academic Advisor	1	1	0
Dir Employee Resource Center	1	1	0
Faculty	6	6	2
SNAP E&T Coord Adult Ed	1	1	
Administrative Assistant	2	2	
Family Support Worker	1	0	0
Full-Time Total	13	12	2
Extra Help	3	3	0
Adjunct Faculty	3	2	1
Part-Time Total	6	5	1

Number of minorities by minority group: Full-time faculty who currently work for the institution

Six employees identified as Hispanic or Latino (up from 3 last year), 8 as American Indian/Alaska native (up 7 from last year), 2 as Hawaiian/Pacific Islander (up 2 from last year), and 1 as two or more races (the same as last year). Current employees in June included 6 Hispanic or Latino, 7 American Indian/Alaska native, 2 Hawaiian/Pacific Islander, and 1 who identified as two or more races. New employees included 1 Hispanic or Latino (the same number increase as 1 last year), 7 American Indian/Alaska native (compared to last year's increase of 0), 2 Hawaiian/Pacific Islander (up from 0 last year), and 0 two or more races (the same as last year).

	Employees during FY 2022-2023	Current Employees June 2023	New Employees FY 2022-2023
Hispanic or Latino	6	6	1
American Indian/Alaska native	8	7	7
Hawaiian/ Pacific Islander	2	2	1
Two or more races	1	1	0

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

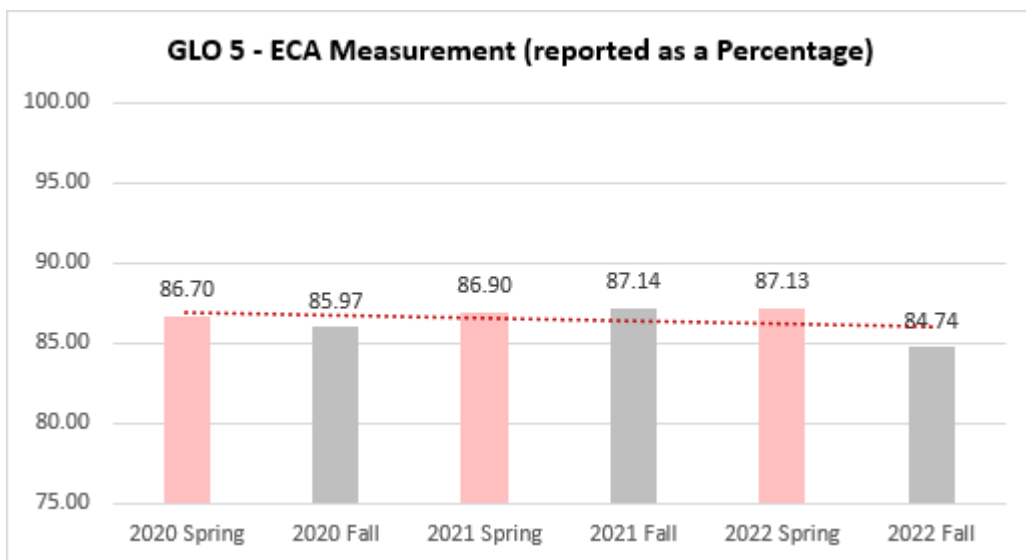
In the 2021-2022 academic year, Northark Arkansas College created a new strategic plan after having spent more than a year operating under a calendar extension of the previous plan due to the COVID-19 pandemic. The new plan, titled “Vision 2025,” was approved by the Board and implemented beginning in Fall 2022. It contains Strategic Objective 2.4, “Provide diverse cultural and educational opportunities.” Action steps taken under this plan at the time of this report (June 2023) are as follows:

- Operated Short-Term Study Abroad program for cultural diversity.
- Resurrected the college’s “Civil Conversations” series of lecture presentations in the Learning Resource Center with a talk by Dr. Terrance Roberts, a member of the Little Rock Nine, who detailed the environment and culture that existed in 1957 during the racial integration of Little Rock Central High School.

Additionally, actions taken during AY 2022-2023 that generally advanced the goal of recruiting and retaining minority students include the following:

- Continued to use previously implemented learning experiences for diversity, e.g., a mannequin of color for the Health Professions Simulation Center.
- Increased international student population.
- Continued to employ a bilingual recruiter and a bilingual advisor.
- Partnered with Adult Education – ESL program.
- Scheduled one-on-one visits with parents and families.
- Accepted student registrations/course enrollments at Carroll County Center each semester.
- Increased course offerings at the college’s Carroll County Center, which serves a large proportion of minority (Hispanic or Latino) students.
- Provided FAFSA assistance in Carroll County, including Financial Aid Nights at Carroll County high schools.
- Hosted FAFSA application assistance in Carroll County.

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



The Fall 2021 to Fall 2022 comparison demonstrates a decrease of 3.40% in student performance on this GLO. The Spring 2021 to Spring 2022 comparison indicates an increase of 0.23%. The three-year trend demonstrates a decrease of 1.23% from Fall 2020 to Fall 2022 and an increase of 0.43% from Spring 2020 to Spring 2022. Even as Northark returned to on-site instruction beginning in Fall 2021 (after having provided primarily remote instruction during the COVID-19 pandemic), these trends have remained steady, with spring GLO 5 performance remaining mostly steady while fall has fluctuated, but with all values within 3% of each other.

Additionally, data from the CCSSE, which we administer biannually, provides another angle on our performance.

Question	Northark	Comparison Cohort
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	2.82	2.71

Graduation and persistence rates by gender and race/ethnicity

Graduation rates of first-time, full-time, degree/certificate seeking students

	Cohort Year						
	2012	2013	2014	2015	2016	2017	2018
All Students (Total)	23%	29%	33%	31%	24%	27%	28%
Male	23%	25%	30%	30%	27%	24%	25%
Female	24%	34%	36%	32%	21%	29%	32%

White	24%	31%	33%	32%	24%	30%	30%
Minority	7%	15%	33%	22%	22%	10%	18%

Pell Grant Recipient		27%	34%	29%	21%	23%	24%
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Persistence (graduation, transfer, or continuation after 3 years)

	Cohort Year						
	2012	2013	2014	2015	2016	2017	2018
All Students (Total)	53%	59%	57%	54%	54%	44%	44%
Male	52%	54%	56%	55%	49%	36%	40%
Female	54%	65%	59%	53%	54%	47%	49%

White	53%	62%	56%	55%	53%	50%	46%
Minority	54%	35%	65%	28%	61%	36%	36%

Pell Grant Recipient		73%	54%	34%		*	*
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* No longer tracked in IPEDS

These data indicate significant swings in persistence among minority students as compared to white students. Between 2012 and 2017, the persistence rate went down 19%, up 30%, down 37%, up 33%, and down 25%. It should be noted that these percentages are based on very small sample sizes; for the listed years, the student population identified as minority (not including "race/ethnicity unknown") was 28, 33, 48, 46, 51, and 60. While these numbers display a positive upward trend in the number of minority students enrolled at Northark, the total population remains relatively small, such that changes in graduation, transfer, and/or three-year continuation rates as small as five or six students will produce large impacts on persistence percentages.

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

COVID-19 significantly impacted Northark's ability to hire and expand faculty and staff. It also affected the ability to recruit students. However, the following strategies continued to be used during the pandemic, and they will continue to be used going forward:

- Northark uses intentional action to improve diversity in faculty and staff. The college advertises for faculty and staff internally, locally, statewide, and (for some positions) nationally, which helps these advertisements to reach a larger and more diverse pool of potential applicants. All job vacancy postings emphasize the college's commitment to diversity and equal opportunity and state that Northark is an affirmative action/equal opportunity employer.
- Northark offers diversity training during formalized search committee training as well as informal training for members of such committees during actual searches for new employees. All employees are required to attend formal training before they are eligible to serve on such a committee, and a training session is scheduled at least twice each year for employees who have not yet received one. The subject of diversity and the importance of searching intentionally for diverse employees is covered in these training sessions.
- Initial search committee meetings held in preparation for hiring a new employee start the session by discussing the importance of recruiting diverse faculty and staff 1) to enhance student experiences with diversity while at Northark, and 2) to culturally improve the work environment by fostering diverse ideas and improving innovation.
- The college strongly supports the professional development of all faculty and staff. In FY 2021-2022, the existing Center for Teaching and Learning was redesigned and relaunched as the new Employee Resource Center. The CTL had previously handled faculty professional development, but it had fallen into significant disuse during the COVID-19 pandemic. The new ERC operates under the leadership of two co-directors (instead of a single director) and its scope includes professional development not only for faculty but for all Northark employees. Like all employees, minority faculty and staff are encouraged to attend training workshops and/or seminars to enhance educational growth and progress.
- To improve students' ability "to discuss issues of a diverse global society" in accordance with GLO 5, faculty have expanded and modified their instructional objectives to include diverse experiences.

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

Northark launched its new strategic plan "Vision 2025" in AY 2022-2023. The plan includes strategic objective 2.4, "Provide diverse cultural and educational opportunities." Fulfillment of SO 2.4 is tracked through the use of Departmental Action Plans, or DAPs. These are department-specific initiatives designed to support and fulfill the college's divisional objectives (divided among Academic Affairs, Student Affairs, President's Office, Institutional Advancement, and Finance and Administration), which in turn are designed to support and fulfill the college's strategic objectives. In 2022-2023 the DAPs process was moved from a paper-and-PDF-based approach to an online Cognito form. This enables greatly enhanced data tracking and analysis. At the June meeting of the Northark Board of Trustees, the college's vice president of academic affairs used DAPs data, among other things, to present a 2.4

fulfillment report to the Board. The report's bottom line was that the college is doing a good job of "putting its money where its mouth is" when it comes to this objective:

Strategic Objective 2.4 Report

In 2022-2023 the following items were included in one or more DAPs to be applied specifically toward achievement of strategic goal 2.4.



**Michael
Blanchard poetry
reading**



**Cave Region Music and
Art Festival**



**Dr. Terrence
Roberts talk**

Strategic Objective 2.4 Report, cont.

In 2022-2023 the following items were included in one or more DAPs to be applied specifically toward achievement of strategic goal 2.4.



**Short-Term Study
Abroad**



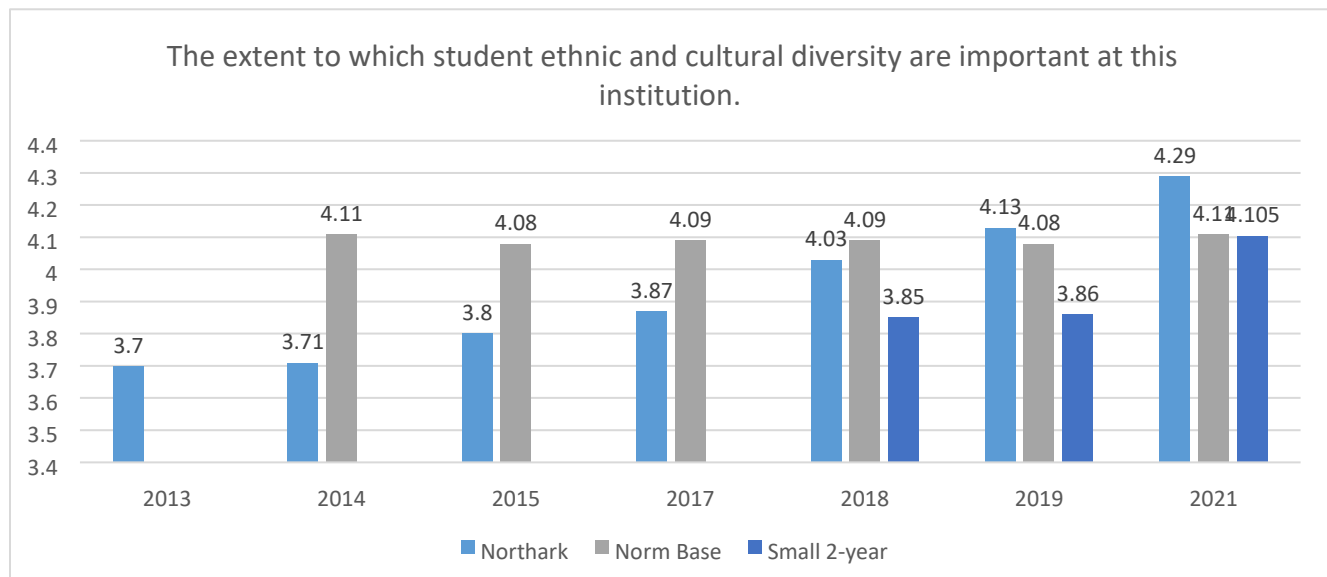
Northark-ESSA Partnership

Owner	Position Title	Department	Division	Instructional Division	Strategic Goal	Objective	Department Objective	Strategic Initiative/Action Plan	Measure	Results	Continued?	Analysis Script	Next Steps
Jen Harrell	Academic Advisor	Student Activities	Student Services		2. Engagement	2.4 Provide diverse extracurricular cultural and educational opportunities.	2.4.1 Provide a wide variety of extracurricular cultural/educational opportunities each academic year.	Develop a student activity or event that highlights different cultures, cultural identities, and diverse populations.	Measured by the creation of a new student activities offering.	Not Complete	No	I just was not able to fit it in between the other activities offered. It's still a great idea and I'll be open to opportunities for it!	Reevaluate at a later time.
Tim Coone	Chair of English and Comm	Humanities & Comm	Academic Affairs	Arts, Science, Business & I.T.	2. Engagement	2.4 Provide diverse extracurricular cultural and educational opportunities.	2.4.1 Provide a wide variety of extracurricular cultural/educational opportunities each academic year.	Invite a published author each spring to give a reading in the Learning Resource Center.	The measure of success for this engagement project will be the total number of attendees. The target is 40 attendees.	Completed	Yes	Our visiting poet, Michael Blanchard, provided a delightful reading. His poetry was well-crafted and accessible, and he engaged the audience with humor and interactive discourse. Unfortunately, only 10 people showed up for the reading.	In order to increase the number of attendees, we have booked Suzanne Underwood Rhodes, Poet Laureate of Arkansas, to visit next year. We hope that she will encourage more attendance. We also feel that we should move the date of reading to earlier in March and provide some assignments in our English classes that will introduce Rhodes. We also would offer credit for attending, followed by a brief writing assignment. As for the public, more advertisement should help.
Tim Coone	Chair of English and Comm	Humanities & Comm	Academic Affairs	Arts, Science, Business & I.T.	2. Engagement	2.4 Provide diverse extracurricular cultural and educational opportunities.	2.4.1 Provide a wide variety of extracurricular cultural/educational opportunities each academic year.	Continue to host the Cave Region Music and Art Festival. The goal for spring 2023 is to increase student and community involvement by offering more artists' booths, live music, and a variety of foods. We also hope to expand our advertising.	The measure of success for this project will be the total number of visitors, as counted through quantity of food served, number of journals given away, and total head count (as informed by the number of people who sign up for a door prize). The target is 250 visitors.	Completed	Yes	The event was a great success. The music was wonderful, and we had more vendors than ever before. The food was also great, and according to how much was consumed, we had roughly 225 attendees.	Next year, we will try to book even more vendors. Our goal is 40. We feel that the more vendors present, the more advertising will occur on social media platforms. Two placed we would also like to provide more notice of event to the general public would be area newspapers and libraries. Our goal again is to reach at least 250 attendees.
chad johnson	chair	Social Science, Arts & Education	Academic Affairs	Arts, Science, Business & I.T.	2. Engagement	2.4 Provide diverse extracurricular cultural and educational opportunities.	2.4.1 Provide a wide variety of extracurricular cultural/educational opportunities each academic year.	The department will: a)offer one opportunity for student travel through Student Government. b)offer one opportunity for student travel under the Honors Program. c)offer courses and instruction in conjunction with Northark's Short Term Study Abroad program. d)offer credit and non-credit studio arts and workshop courses in conjunction with Eureka Springs School of the Arts. e)where funding can be successfully secured, we secure at least one more speaker in continuation of the Civil Conversation Speaker Series. f)attempt to launch, facilitate, or otherwise promote a monthly movie series in our "little theater".	The positive occurrence (or nonoccurrence) of any of the above.	Completed	Yes	a) offer one opportunity for student travel through Student Government. •No occurrence b) offer one opportunity for student travel under the Honors Program. •No occurrence c) offer courses and instruction in conjunction with Northark's Short Term Study Abroad program. •Two occurrences: 1.Cultural Anthropology has course work for STSA travelers which is both custom tailored and conducted at our destination. 2.A separate, unique STSA Greece course was offered instruction in Art History, studio Ceramics, History, Philosophy, language, and travel guidance. It was taught by multiple instructors who will be teaching on the actual trip itself, and it was well-attended by travelers and students both in person and via zoom. d) offer credit and non-credit studio arts and workshop courses in conjunction with Eureka	Though completed, we will continue to pursue initiatives a-e for the coming year..

Another way SO 2.4 will be measured, this time at the department level instead of the institutional level, is through the college’s performance on the Personal Assessment of College Environment (PACE) survey, which is administered biennially to all employees by the Human Resources department. Specifically, performance on two items will be tracked:

- Item 5: The institution effectively promotes diversity in the workplace.
- Item 18: Student ethnic and cultural diversity are important at this institution.

PACE uses a Likert scale of 1 (lowest) to 5 (highest) for all items, with 1 indicating strong disagreement and 5 indicating strong agreement with each item/question. Under the previous strategic plan, Northark measured progress on its diversity strategic objective using PACE Item 5 (which has now been modified as noted above), which asked about “the extent to which student ethnic and cultural diversity are important at the institution.” Survey results between 2015 and 2021 indicated a significant upward trend, with an overall gain of 0.49%. In 2019, Northark surpassed the PACE norm base. While this was only by 0.05, it did indicate that foundational modifications in recent years were changing the culture. In 2021 the gap between Northark and the normal base widened to 0.18. Note that the college did not administer the PACE survey in 2020 in order to begin offering PACE and CCSSE in alternating years. In addition, beginning in 2018 a comparison to other small 2-year colleges was included in the survey results. Northark has scored higher in each year measured, gaining 0.18 in 2018, 0.27 in 2019, and 0.19 in 2021.



PACE is scheduled to be administered again in summer 2023. Results from that round will be reported in next year’s Minority Recruitment and Retention Report.

In addition to all of the above, the College will continue to use the following strategies:

- All faculty and staff are equipped with state-of-the-art laptops that enable real-time distance support, recruitment, and real-time conversations with students.

- All faculty and staff associated with Northark College have been trained in the use of Zoom software. Advising and recruiting opportunities are no longer limited by location, and accessibility options have expanded to include four distinct options: face-to-face, email, telephone, and Zoom. Tracking of use has been blurred, as this has now morphed into normal operations. Surveys both formal and informal have proven that this approach is a significant success.
- The college will seek an increase in Carroll County employer participation at the annual job fair, as measured by the number of employers in attendance.
- Since the Fall 2019 semester, a member of Northark's Carroll County Center has been a member of Berryville Chamber of Commerce and other civic organizations in the Carroll County service area.

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

- Budgets for diverse experiences are included in departmental budgets, the general instruction budget, and the HR budget, and in grant funds where applicable. Northark intends to continue funding these activities and growing outreach opportunities.
- As mentioned previously, the college's Study Abroad program has now resumed, with students, faculty, staff, and community members traveling to Greece in June 2023. Additionally, DAPs will continue to be written to increase diverse experiences in instructional methods and curricula.
- Methods for assessment include embedded course assessments to address general education outcomes including GLO 5, the return of the CCSSE to monitor progress for students' perception of learning in diverse experiences, and use of PACE for assessing and analyzing employee perception of whether the institution effectively promotes diversity in the workplace and whether student ethnic and cultural diversity are important at this institution. Additionally, the college monitors enrollment trends for the student minority and international populations.
- The timeline for monitoring progress involves assessment of learning outcomes at the end of each academic semester, administration of the PACE survey biennially in the fall semester, and biennial administration of the CCSSE survey. Each year DAPs are reviewed in late spring, along with other indicators, and this is followed by creation of DAPs for the following academic year using information gained from analyzing the previous year's results.

NATIONAL PARK COLLEGE ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT



2022-2023



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

The College's 2021-2023 Strategic Plan includes as one of its strategic goals fostering cultural competence and facilitating a campus climate that supports an inclusive community, respectful of diverse opinions, views, and ideals.

Campus activities that foster a respectful and welcoming culture for all

Career Pathways hosted its Second annual Juneteenth celebration on June 17th. The successful event focused on the freedom of Black people with barbeque, basketball, and business networking. Justin Haynes of New Orleans won a grill master's contest and has since decided to enroll at NPC in the fall. There was a 2-on-2 basketball tournament and several skills challenges where a cash prize and medals were given to participants.

Campus resources that aid in student persistence and completion

Student Services

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

Student Support Services (SSS)

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

Career Pathways

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

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

Adult Education

The Adult Education Center offers a wide range of classes that are available to any adult over the age of 18, as well as 16- and 17-year-olds under certain conditions. The program offers Adult Basic Education (ABE), General Adult Education (GAE), English as a Second Language (ESL), W.A.G.E. program, industry-specific certification instruction and testing, and on-site GED testing. Students who graduate with a GED from the National Park Adult Education Program are eligible to enroll in college. Those who attend National Park College are eligible for a scholarship. The Adult Education Program serves a large underprivileged population of Garland County residents. Out of 939 students served, 41% consisted of minority students.

Financial Aid specifically for minority students

Most of the scholarships awarded by National Park College are open for all students to apply. However, there are scholarships available that encourage minorities to apply. These include: The Hovey Henderson Institutional Scholarship, Kristy Carter Book Scholarship, and the Junius M. & Peggy J. Stevenson Scholarship.

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

Goals

The College's Diversity initiative in its 2021-2023 strategic plan outlines goals of celebrating diversity among students, staff, faculty, and supporting constituents, as well as identifying and eliminating institutional barriers to cultural diversity.

Activities

National Park College is an Equal Opportunity/Affirmative Action Institution and is committed to providing equal opportunities through employment practices. The college advertises faculty vacancies in local area newspapers, statewide newspapers, national publications, targeted educational web sites, social media, Indeed, LinkedIn, and the college's website. These publications allow the college to attract the maximum number of minority applicants. Reviews of applicants' credentials are completed without any prior knowledge of minority status, to ensure impartiality in the selection process. Institutional policy requires that all full-time positions are vetted through a search committee process and all search committees are required to have minority representation.

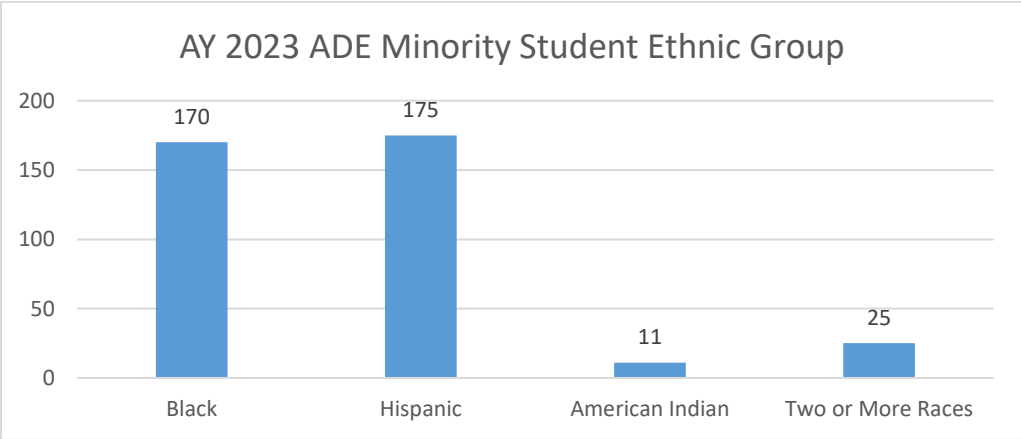
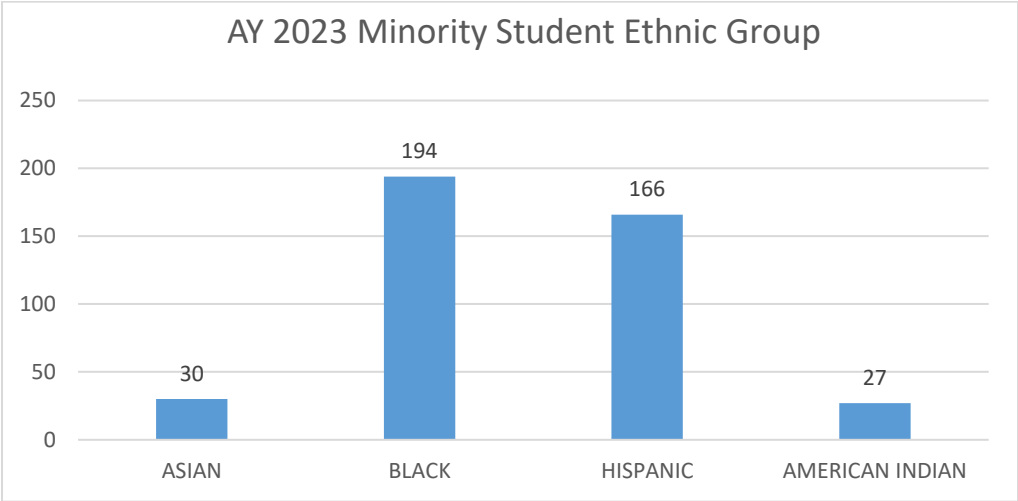
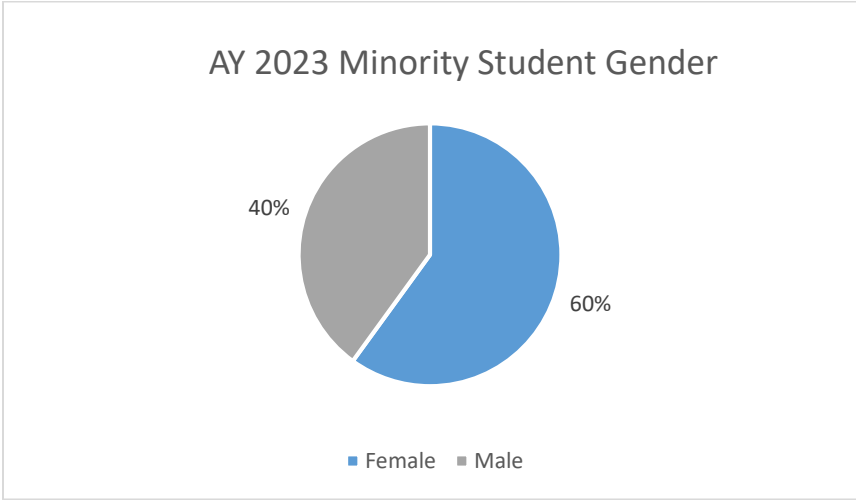
Additionally, National Park College was named one of 16 Most Promising Places to Work in Community Colleges by the National Institute for Staff and Organizational Development (NISOD) and Diverse: Issues In Higher Education in 2023. The award is presented annually to community and technical colleges who show a commitment to diversity through best-in-class student and staff recruitment and retention practices, inclusive learning and working environments, and meaningful community service and engagement opportunities.

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

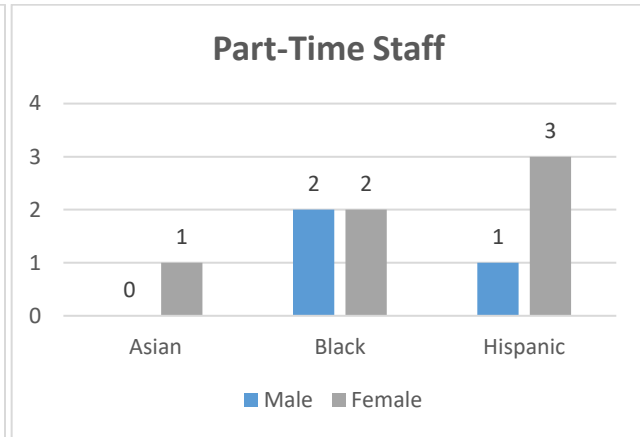
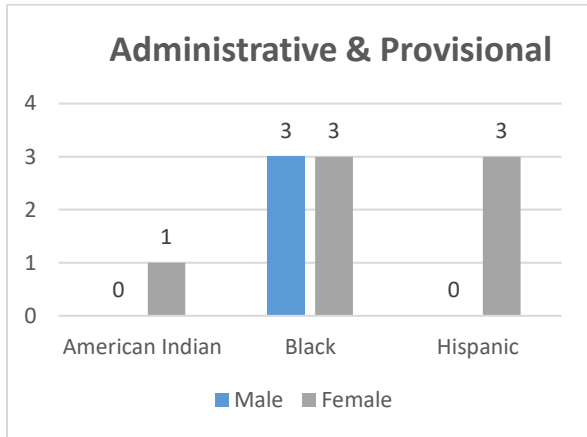
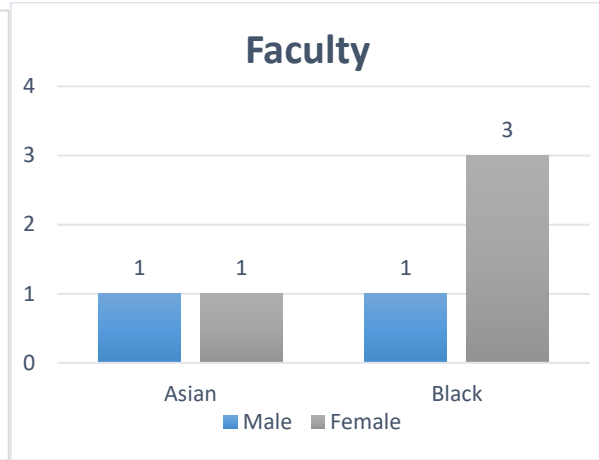
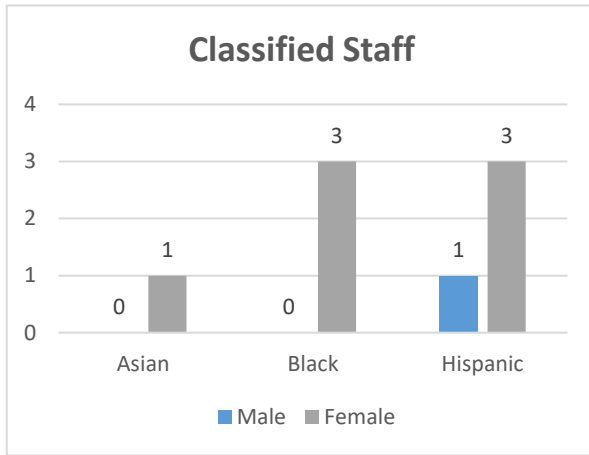
A key element of the college's strategic plan is focused on improving cultural awareness on campus and actively recruiting employees from diverse communities. Such efforts can only improve the college experience by encouraging a diverse learning environment for students.



MINORITY STUDENT DEMOGRAPHICS



MINORITY FACULTY/STAFF DEMOGRAPHICS





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

Academic Year 2022-2023

**Prepared in compliance with
Act 1091 of 1999**

Introduction

Northwest Arkansas Community College prepares all learners for success in a welcoming, supportive, and open environment. We respect our differences and view them as strengths, which inspires us to develop our cultural dexterity and recognize the dignity inherent in every human being.

Diversity and Inclusion Vision Statement

NorthWest Arkansas Community College (NWACC) is committed to providing an environment in which every resident of our service area feels welcomed and supported, regardless of race or ethnicity or other factors that reflect the diversity of our community. The college strives to recruit and retain minority faculty and staff whose backgrounds and life experiences help them relate to our students. Our intention is to provide our students with opportunities to learn from and interact with faculty and staff who reflect the diversity of our region, thereby preparing our students for success, no matter where in the world their work takes them. When we have a diverse campus, we better equip our students to make valuable contributions in the workplace and in the community, whether they work in Northwest Arkansas or in other parts of the world.

To put this commitment to diversity and inclusion into action, NWACC includes goals from the Diversity and Inclusion Strategic plan in the college's overall goals and objectives. The goal of every activity and program is to create an environment in which all students, faculty and staff can thrive. The success of any program depends on support from throughout the college, and the same is true for diversity and inclusion efforts. No one person or division can ensure the success of efforts to increase equity within the institution.

As stated in the introduction, NorthWest Arkansas Community College is committed to increasing access to higher education for all residents of our service area. Over the last two years the entire nation has navigated through a worldwide pandemic. As we work to define a new normal, NWACC's student enrollment has changed slightly in the 2022-2023 academic year.

STUDENT NUMBERS

Table 1 demonstrates that the total headcount of minority students enrolled in credit courses in the Spring 2023 semester was 2,071 individuals, an increase of 457 students when compared to the 1,644 total minority students enrolled in the Spring of 2022. Hispanic students, our largest minority population, comprised 20% of our total student population in the Spring of 2022, with an increase to 21% in Hispanic enrollment occurring in Spring 2023. The total minority student population was 29% of our total student population for Spring 2023, an increase of 2% from Spring 22.

Table 1: Spring Headcount Comparison

		Spring 2022		Spring 2023		Percent Change
		Number	Percent	Number	Percent	
Headcount		6,162		7,138		15.8%
SSCH		46,270		52,313		13.1%
FTE		3,085		3,488		
Attend Status	Full-Time	1,391	22.6%	1,514	21.2%	8.8%
	Part-Time	4,771	77.4%	5,624	78.8%	17.9%
Gender	Male	2,478	40.2%	2,867	40.2%	15.7%
	Female	3,607	58.5%	4,242	59.4%	17.6%
	Unknown	77	1.2%	29	0.4%	-62.3%
Residence	Benton County	3,378	54.8%	4,071	57.0%	20.5%
	Washington County	2,164	35.1%	2,350	32.9%	8.6%
	Other In-State	300	4.9%	338	4.7%	12.7%
	Out-of-State	320	5.2%	379	5.3%	18.4%
Tuition Status	In-District	2,819	45.7%	3,424	48.0%	21.5%
	Out-of-District	2,964	48.1%	3,265	45.7%	10.2%
	Out-of-State	291	4.7%	364	5.1%	25.1%
	Contiguous County	40	0.6%	40	0.6%	0.0%
	International	48	0.8%	45	0.6%	-6.3%
Race/Ethnicity	Hispanic or Latino	1,200	19.5%	1,523	21.3%	26.9%
	Non-Hispanic Race:					
	Am Indian/Alaskan Native	65	1.1%	78	1.1%	20.0%
	Asian	196	3.2%	242	3.4%	23.5%
	Black/African American	162	2.6%	188	2.6%	16.0%
	Native Hawaiian	21	0.3%	40	0.6%	90.5%
	White	3,979	64.6%	4,415	61.9%	11.0%
	2 or more races	303	4.9%	383	5.4%	26.4%
	Unknown	186	3.0%	229	3.2%	23.1%
	Non-Resident Alien	50	0.8%	40	0.6%	-20.0%

Retention*

- Fall 18 returning Spring 19 67.0%
- Fall 19 returning Spring 20 66.3%
- Fall 20 returning Spring 21 66.0%
- Fall 21 returning Spring 22 65.0%
- Fall 22 returning Spring 23 68.1%

*does not include high school or visiting students

In examining data in Table 2, retention from Fall 2022 to Spring 2023, NWACC had a 4.7% retention rate increase for minority student populations. The largest minority group, Hispanic students, retention increased by 6% from the previous year Fall to Spring comparison. During the past academic year, the overall retention rate from fall to spring was 68%, which is up 3% from Fall 2021 to Spring 2022 comparison.

Table 2: Fall to Spring Retention by Race

Count of Returning Students*

	Hispanic or Latino Ethnicity		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		2 or more Races		Unknown		Non-Resident Alien		Total	
Fall 2018 to Spring 2019																				
Returned	977	68%	45	64%	127	72%	92	59%	19	61%	2,433	67%	166	63%	116	73%	71	62%	4,046	67%
Did Not Return	464	32%	25	36%	49	28%	65	41%	12	39%	1,192	33%	97	37%	43	27%	44	38%	1,991	33%
Total / Percent of Total	1,441	24%	70	1%	176	3%	157	3%	31	1%	3,625	60%	263	4%	159	3%	115	2%	6,037	
Fall 2019 to Spring 2020																				
Returned	1,078	68%	59	75%	132	68%	104	64%	22	61%	2,370	65%	200	68%	62	62%	72	76%	4,099	66%
Did Not Return	506	32%	20	25%	61	32%	58	36%	14	39%	1,281	35%	92	32%	38	38%	23	24%	2,093	34%
Total / Percent of Total	1,584	26%	79	1%	193	3%	162	3%	36	1%	3,651	59%	292	5%	100	2%	95	2%	6,192	
Fall 2020 to Spring 2021																				
Returned	870	65%	35	55%	113	68%	94	62%	21	62%	2,072	66%	190	67%	51	73%	34	69%	3,480	66%
Did Not Return	460	35%	29	45%	52	32%	57	38%	13	38%	1,051	34%	94	33%	19	27%	15	31%	1,790	34%
Total / Percent of Total	1,330	25%	64	1%	165	3%	151	3%	34	1%	3,123	59%	284	5%	70	1%	49	1%	5,270	
Fall 2021 to Spring 2022																				
Returned	742	64%	35	69%	94	66%	89	61%	14	47%	1,945	65%	179	65%	54	68%	36	72%	3,188	65%
Did Not Return	416	36%	16	31%	48	34%	56	39%	16	53%	1,027	35%	98	35%	25	32%	14	28%	1,716	35%
Total / Percent of Total	1,158	24%	51	1%	142	3%	145	3%	30	1%	2,972	61%	277	6%	79	2%	50	1%	4,904	
Fall 2022 to Spring 2023																				
Returned	903	70%	39	64%	98	69%	96	64%	19	53%	1,955	68%	188	65%	56	73%	31	70%	3,385	68%

Did Not Return	395	30%	22	36%	44	31%	53	36%	17	47%	921	32%	100	35%	21	27%	13	30%	1,586	32%
Total / Percent of Total	1,298	26%	61	1%	142	3%	149	3%	36	1%	2,876	58%	288	6%	77	2%	44	1%	4,971	

LIFE Program

Learning, Improvement, Fun and Empowerment (LIFE), created here at Northwest Arkansas Community College and now going into its eleventh year, is an educational empowerment program for area high school students that is strongly supported by a near-peer mentoring component. Currently enrolled NWACC students apply, go through a panel interview process, and eight are selected to serve as volunteer mentors to students from area high schools. Although LIFE is not limited to students of color, all the current program mentors and most of the student participants identify as Hispanic or Latinx. In a normal academic year, mentors are in contact with high school students from thirteen North West Arkansas high school, middle, and elementary schools, whose exposure to college may be limited, to help them understand possibilities for postsecondary study. Mentors share their own personal experiences of their educational journeys with these students. Most of the students will be first-generation college students if they choose to pursue a post-secondary education. All current LIFE mentors are first-generation college students that graduated high school just 1-2 years ago.

After going through two years of limited access to students due to the pandemic and hosting live-streamed LIFE Days instead of our regular in-person programming, we were finally able to host a 3-day LIFE Summer Program. We did not do any in-person school visits in the spring of 2022, so we had to rely on social media recruiting. We are viewing these upcoming years as rebuilding from the setbacks of the pandemic and are happy to report that our in-person event was a success with 71 students in attendance.

This spring we were able to get back on track with school visits. Our team of four volunteer mentors spent an average of 50 hours each in area high schools during the spring 2023 semester to share their stories, present information about NWACC, recruit high school students to NWACC and the LIFE Summer Program, and to answer their questions. The team presented to 1,150 students at nine different schools over eight weeks.

We are set to host the 2023 LIFE Summer Program on June 13, 14, and 15 and currently have 154 students registered.

2022 LIFE Summer Program Participants

Ethnicity	
Native Hawaiian or Other Pacific Islander	1
Asian	3
Hispanic	52
Black or African American	4
White	11
Total	71

Adult Education Program

The Adult Education Program at NorthWest Arkansas Community College, which is funded with \$950,000 in state funds and \$603,942 in federal funds, serves a diverse clientele in a variety of academic pursuits ranging from English language acquisition to GED preparation. The Adult Education Program has just completed its seventh year on the main campus. Graduating students receive a scholarship for a three-hour course at the main campus upon completion of their program. Total participation is nearing pre-COVID enrollment with approximately 1,400 adults served in 2022-23.

Minority Group	2022-2023		
American Indian/Alaskan Native	13	Pacific Islander	24
Asian	116	Two or more races	0
African American	85	Minority Total	956
Hispanic	718	White	413
		Grand Total	1369

DIVERSITY IN THE NWACC WORKPLACE

While Northwest Arkansas Community College does not and will not have a specific numeric goal related to minority recruitment, two ongoing goals of the diversity and inclusion strategic plan relate to recruitment and retention of faculty and administrators from underrepresented populations. Those goals reflect the college’s awareness of the importance of having faculty and professional staff who can serve as role models for our students and who can increase the level of comfort that minority students feel on our campus.

There were 159 new hires for faculty and staff in 2022-2023. Of those, three were American Indian/Alaskan Native, seven were Asian or Pacific Islander, five were Black/African American, Non-Hispanic, eleven were Hispanic/Latino/Chicano, four were Two or More Races (Not Hispanic or Latino). Twenty employees identified as “undeclared.” The remaining one hundred and nine new hire employees identify as White, Non-Hispanic. The data below reflects the racial and/or ethnic identities of 122 minority employees among a total of 901 employees as of May 2023. Please note that 74 employees declined to identify their race or ethnicity and 31 identify as undeclared.

Minority Employees

American Indian/Alaskan Native (13)		Hispanic/Latino/Chicano (49)	
	Number		Number
Academic Advisor	1	Academic Advisor	4
Faculty Part-Time	5	Accounting Coordinator	1
Projects/Programs Director	1	Administrative Specialist I	1
Special Instructor	3	Administrative Specialist II	2
Laboratory Coordinator	1	Administrative Specialist III	2
Benefits Coordinator	1	Accounting Technician	1
Maintenance Specialist	1	Faculty Full-Time	4
		Faculty Part-Time	17
Asian or Pacific Islander (29)		HEI Program Coordinator	2
	Number	Maintenance Assistant	4
Academic Advisor	1	Project/Program Director	2
Academic Lab Assistant	1		

Faculty Full-Time	7	Project/Program Manager	2
Faculty Part-Time	10	Project/Program Specialist	3
Systems Coord Analyst	1	Public Safety/Security Officer	1
Administrative Spec. II	1	Registrar	1
Director of Major Gifts	1	Skilled Tradesman	1
Database Analyst	1	Public Safety Officer	1
Computer Support Specialist	1		
Administrative Analyst	1		
Administrative Spec. I	1		
Purchasing Specialist	1		
Project/Program Manager	1		
Fiscal Support Specialist	1		

Black/African Amer, Non-Hisp (23)	Number
Faculty Full-Time	3
Faculty Part-Time	13
Admin. Spec. I	1
Dean of Workforce Development	1
Academic Lab Supervisor	1
Workforce Specialist	1
Project/Program Manager	2
Project/Program Director	1

Two or More Races (7)	Number
Faculty Part-Time	3
Chief Fiscal Officer	1
Dean of Students	1
Student Services Rep	1
Academic Advisor	1

Native Hawaiian/Oth Pac Islander (1)	Number
---	---------------

Student Services Representative	1
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Full-Time Faculty by Minority Group

Minority Group	Number
Asian or pacific Islander	7
Black/African Amer, Non-Hispanic	3
Hispanic/Latino/Chicano	4
American Indian/Alaskan Native	3
Grand Total	17

Adjunct Faculty by Minority Group

Minority Group	Number
American Indian/Alaskan Native	5
Asian or pacific Islander	10
Black/African Amer, Non-Hispanic	13
Hispanic/Latino/Chicano	17
2 or More Races	3
Grand Total	48

Number of New-Hire Minority Faculty and Staff

Minority Group	Number
American Indian/Alaskan Native	3
Asian or pacific Islander	7
Black/African American, Non-Hispanic	5
Hispanic/Latino/Chicano	11
Two or More Races	4
Grand Total	30

The total number of minority employees at NWACC increased from 2022 to 2023. The number of full-time faculty who identify as racial or ethnic minorities increased by 6, and the number of adjunct faculty increased by 4.

Minority Recruitment & Retention Report

Ozarka College

June 2023



Minority Recruitment and Retention Annual Report
 Ozarka College
 June 2023

Minority demographics for Ozarka College for 2022-2023 include the following:

Student Population

American Indian/Alaskan Native	14	1.00%
Asian	6	0.17%
Black/African American	20	1.40%
Hispanic/Latino	30	2.23%
Pacific Islander	2	0.14%
Total Minority	62	4.96%

Full-Time Faculty

Minority	0	0.00%
Total Minority	0	0.00%

Adjunct Faculty

Minority	2	0.03%
Total Minority	2	0.03%

Full-Time Faculty and Staff

American Indian	1	0.01%
Total Minority	1	0.01%

The Ozarka College minority demographics show a marginal increase of approximately 0.1 percent for its student indicator from the previous reporting year. American Indian/Alaskan Native and Hispanic student population increases drove the overall increase in minority student numbers. The Asian and Black/African American student populations declined slightly for this reporting year. The 2021-2022 minority student population was 79 students while the 2022-2023 minority student population was 62 students. For this reporting period the College employed six fewer full-time faculty members and seven fewer adjunct faculty members as compared to the previous reporting period. The data also indicate a decrease in the number of minority full-time instructors used by the College. The College retained one full-time minority staff member during the reporting period.

This increase was driven by the rising Hispanic/Latino and American Indian/Alaskan Native student populations that are attending Ozarka College campuses in increasing numbers.

The 0.01 percent faculty and staff members classified as minority falls slightly below the College benchmark of greater than one percent and is less than the College desires. Due to the retirement and job changes of several Ozarka staff, the College had only one minority staff member during this reporting period. The College will explore the use of minority employment advertisements beyond what was done during this reporting period to seek qualified minority applicants for future positions. The 3.5 percent service area minority population data used at the beginning of this five-year report cycle decreased by approximately 1.5 percent from the data obtained in 2012.

Based on current developments, Ozarka College will continue with its present endeavors. The College increased efforts to systematically reach out to students in a wider variety of formats to help increase student enrollment. The slight increase in minority student enrollment may be attributed to this more aggressive student contact effort and will be continued. The College also advertised open positions in more widely read sites than had been done in the past. Faculty positions were advertised in the Chronicle of Higher Education, Indeed, Climpto350, HigherEdJobs, Dice, Jsfirm, University Aviation Association, the American Culinary Association and other specialty venues to gain greater national exposure. As a result of this endeavor, a Chef from Louisiana was hired and a flight instructor working in Wyoming were hired. This increased advertising effort did not enabled the College to meet or exceed the College established benchmark goal in faculty/staff diversity. However, the College will continue efforts to increase student diversity and will also seek to increase greater diversity among the full-time staff by continuing broader position advertisements.

The Diversity and Cultural Events Committee has assumed a larger scope of accountability to aid in cultural and ethnic inclusion throughout the College. Beginning in 2009 the Committee implemented International Day to increase awareness of global cultures and perspectives. In addition, during the 2012-2013 academic year, the Committee introduced the American Voices series to create greater exposure to the lives and experiences of diverse cultures that thrive in the U.S. Both of these venues continue to be part of the Ozarka College effort to increase diversity awareness. Also, the Ozarka College Culinary Arts program continues to incorporate different cultural/ethnic foods as menu items available in the Culinary Café on the Melbourne campus.

Minority Enrollment at Ozarka College

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College minority student enrollment showed a marginal increase of 0.1 percentage points (4.85 percent to 4.96 percent) for its student indicator from the previous year. Although the College has incorporated a much more aggressive student outreach effort by student services personnel, academic personnel and faculty advisors, the current minority demographics for our service region do not seem to be conducive to a significant increase

in minority student enrollment. Greater emphasis continues to be placed on more intrusive advising to get and keep students enrolled in the College.

Minority Employee Recruiting at Ozarka College

Minority representation among full-time faculty and staff decreased during the 2021-22 academic year. The College retained only 1 minority of the 104 full-time faculty and staff during this reporting period. The College uses job postings that actively encourage minority applications for open positions. National publications and ones believed to be read by more minority applicants are selected when appropriate for broadening the selection pool. More regional and national publications have been used for advertising of positions over the last several years with the intent of attracting qualified minorities to apply for the positions.

Minority Recruitment and Retention Plan

Introduction/Background

Ozarka College has a service area that is largely rural and Caucasian. The minority population of the four county service area averages approximately 2.1 percent. Student minority enrollment had a slight increase of 0.1 percent over the previous year. Complicating the recruiting efforts done by the College is the fact that there have been no College residence halls on any Ozarka College campus and there are very limited rental properties nearby that would encourage students from beyond our service area to attend the College. The College recently acquired a limited number of housing units that will be used for student housing. We believe that this acquisition may help with minority student enrollment. The lack of adequate housing for rental also poses a problem in recruiting qualified faculty and staff to the region. In addition, there are at least three other two-year colleges in close proximity to the four-county Ozarka College service area further diluting the student and faculty applicant pools.

Ozarka College currently has no minority full-time faculty member. The Ozarka College service area has a minority population of approximately 2 percent. The College continues efforts to recruit minority faculty and staff as positions become available.

Institutional goals and objectives for the recruitment and retention of minority students, faculty, and staff

Ozarka College actively seeks minority enrollment of students within and outside of our service area. Our desire is to have minority enrollment percentages reflective of the overall population, or better. Since our service area average is approximately 3.5 percent, the goal is to reach or surpass a student percentage of 3.5 percent.

Ozarka College continues to advertise and recruit for positions to promote the greatest diversity possible among the faculty and staff. When salary and position warrants, advertising is extended outside of the service area to increase the minority pool of qualified candidates.

Strategies for achieving the institution's recruitment and retention goals/objectives for minority students, faculty, and staff

For students, a broader recruitment area is limited to select programs. Without student housing, it has been difficult to expand minority population much beyond the local representative percentages. The addition of limited student housing for the 2018-2019 academic year may help the College recruit minorities into select programs such as Aviation, Culinary, and Welding. The partnership with the local education cooperative

may also increase minority student populations by getting these students interested in attending the College after completion of their high school coursework.

Ozarka College strategies for retaining and increasing percentages within our service area include the following:

Strategy 1: Recruiting utilizing program events

Action: Continue to utilize competitive events in Culinary, Nursing, Automotive and other appropriate programs to increase Ozarka's visibility to potential minority students and to open communications for potential applications.

Strategy 2: Recruitment utilizing College Fairs

Action: Ozarka College will attend the various college fairs within our service area and actively market to minority students by communicating the variety of scholarships and grants available to minority populations.

Strategy 3: Ozarka College Student Services and academic divisions will actively recruit minority students

Action: Student Services and academic divisions will identify scholarships and grants directed toward minority student populations and assist students in applying. Active files will be maintained by the admissions office for specific minority funding sources.

Strategy 4: Ozarka College will continue to actively recruit minority faculty and staff

Action: Ozarka College will announce job positions for full-time faculty and upper level staff positions in publications read by a larger minority population such as in state-wide newspapers and on state-wide websites and, when appropriate, in and on national venues.

Indicators that will be used to determine success in meeting minority recruitment and retention goals/objectives for students, faculty, and staff

For both students and faculty/staff, the minority percentages of 3 percent (students) and the established 1 percent baseline (faculty and staff) at Ozarka College offer a suitable benchmark indicator for measuring success. Given the working service area percentage of 2.08 percent, achieving a minority percentage above the local population percentages demonstrates active recruitment.

Ozarka College advertises in national and statewide venues as well as local sources when employment positions warrant searches beyond the local area. These national and statewide advertisements are believed to be read by minority applicants more than the local advertisements. We will also access state resources for minority applicants whenever possible. One of these resources has been the ASU-Jonesboro Jobs Board.

Timeline for implementing minority students, faculty, and staff recruitment and retention strategies

All strategies for student recruitment and retention activities began in the 2012-2013 academic year and continue to the present. Evaluation of the outcomes for this effort are monitored annually with reports provided to the College President and to the Administrative Council. Human Resources will continue appropriate advertising procedures as opportunities present themselves.

Budget for minority recruitment and retention activities

Student services personnel will allocate time to research minority scholarships and grants without redistributing budget resources. TRIO Student Support Services will continue to seek qualified minority students for tutoring and enrichment programs within their current budget. The technical programs will be encouraged to expand activities at competitions and demonstrations to include outreach activities for identifying and enrolling minority students. This will take no budget reallocations.

The budget commitments for advertising and hiring new faculty and staff from the extended advertising resources will be charged to the appropriate departmental budget.

Methods to be used for assessing and monitoring the effectiveness of strategies and for modifying the plan

Student minority percentages will continue to be monitored. If levels fall more than one percent below the target goals, the Vice President of Student Services, the Provost and the Enrollment Management Team will attempt to determine the cause. Appropriate responses will be developed. If a declining trend is established, the Vice President of Student Services and the Provost will take the problem to the Administrative Council for more detailed analysis and problem solving. This information will be monitored not only by overall

minority population, but by specific race as well. The College will continue to monitor these data to ensure that changes in enrollment within these minority groups are not lost.



MINORITY RECRUITMENT AND RETENTION REPORT

**For the Academic Year of
July 1, 2022- June 30, 2023**

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

For the purpose of this report, the term “minority” is referring to the ethnic populations of African Americans, Asian Americans, Native Americans, and Pacific Islanders only.

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PCCUA MISSION STATEMENT

The first community college established in Arkansas, Phillips Community College of the University of Arkansas (PCCUA) is a multi-campus, two-year college serving Eastern Arkansas in Helena-West Helena, DeWitt, and Stuttgart. The College is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and our communities.

PCCUA VISION STATEMENT

Imagine a college...

- at which every student is intentionally connected to an individual person who feels responsible for that student's success.
- at which every student is clear about the College's high expectations for performance-- and every student has high aspirations for his or her success.
- at which every student defines his or her educational goals and develops a plan for attaining them. Imagine further that these plans are updated regularly, with guidance, as students' progress.
- at which all academically underprepared students have an effective, efficient path to completing developmental education and beginning college-level work.
- at which engaged learning is intentional, inescapable, and the norm for all students.
- at which every student is met with a personalized network of financial, academic, and social support.
- at which all students graduate with a certificate or degree that prepares them to succeed in the workplace or to transfer to a four-year college or university.
- fully engaged in the communities it serves, listening to their voices, responding to their needs.

You have imagined the college we seek to be.

Adapted from Center for Community College Student Engagement. (2008). *Imagine Success: Engaging Entering Students (2008 SENSE Field Test Findings)*. Austin, Texas; The University of Texas at Austin, Community College Leadership Program.

PCCUA CORE VALUES

Phillips Community College respects the diversity of its student body and community. The College also recognizes the worth and potential of each student. Therefore, the College affirms the following beliefs and values:

Student Success

We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty and staff who invest themselves in the lives of our students and our communities.

The Power of Education

We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.

Diversity

We respect the inherent worth and dignity of every person.

SUMMARY OF ACT 1091

In accordance with Act 1091, all state-supported colleges and universities are required to establish a program for the retention of members of minority groups as students, faculty, and staff. Under the act, the term “minority” is defined as African American, Hispanic Americans, Asian Americans, and Native Americans.

The requirements of the Act state that each institution must annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report must include information relative to students, faculty, and staff within the institution including at the minimum the following:

- Number of minority students, by minority group, who currently attend the institution.
- Number of position title of minority faculty and staff who currently work for the institution.
- Number of minorities, by minority group, full-time faculty who currently work for the institution.

- Number of minority adjunct faculty who currently work for the institution.
- Number and position title of minority faculty and staff who began working at the institution in the past year.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
 - New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
 - Timeline, budget, and methods used to assess and monitor progress.

Annual Minority Recruitment and Retention Report

PCCUA is committed to creating a diverse institution of higher education for the community, with equitable access to opportunities, and an inclusive educational environment. The aim of this report is to eliminate gaps in our structures regarding diversity, equity, and inclusion through intentional practices of enhancing our ability to recruit, support, and retain our minority faculty, staff, and student body.

Thus, the first step to creating a diverse culture is for all involved entities to understand the current state of the institution and highlight opportunities for improvement and document areas of successes, while recommending specific approaches to improve student recruitment, retention, and workforce development during this academic year. PCCUA holds the deepest desire to continue providing our faculty, staff, and students with a quality educational environment that is conducive to optimal learning and working experiences.

MINORITY STUDENT RECRUITMENT AND RETENTION

PCCUA supports the mission of “helping every student succeed” through the application of diversity, equity, and inclusion in policies, procedures, curriculum and instruction. The student section of the report highlights the on-going efforts of the college to progress in recruitment and retention.

GOAL 1: Actively Recruit and Retain Minority Faculty, Staff, and Students.

Access does not mean equity for minority students in higher education. Thus, it is important to provide students with additional support and resources to assist students in their transition from high school to the college environment. PCCUA has introduced numerous academic standards to ensure that students have the opportunity to receive knowledge, support, and resources.

- A. The Strong Start to Finish (SStF) Team has made progress in meeting institutional goals and objectives related to the retention of minority students by maintaining proactivity in addressing gaps in students' academic performance, specifically in the areas of Math and English. The SStF Committee addressed these problems by engaging in the following actions to eliminate barriers to student success:

PCCUA REMEDIAL/DEVELOPMENTAL MATH CHANGES

All students needing math remediation take MS 1023, Elementary Algebra.

ACT 14 or below or 227 or below on NG Accuplacer enroll in the following prerequisites:

MS 1023 + 2-hour credit lab MS 1002

ACT 15-16 or 228-236 on the NG Accuplacer enroll in the following course:

MS 1023, Elementary Algebra, NO LAB

ACT of 17-18 or above; 237-248 on NG ACCUPlacer QAS or advancing from MS 1023, Elementary Algebra enroll in the following courses:

Tech Math, MS 143 OR College Algebra, MS 123+ MS 1121/Lab, OR

Quantitative Reasoning, MS 193 + MS 1191/Lab

Students with ACT 19 or above; 249 or above on NG ACCUPlacer QAS or advancing from MS 1023, Elementary Algebra enroll in the following courses:

Tech Math, MS 143 OR

College Algebra, MS 123 OR

Quantitative Reasoning, MS 193

PCCUA REMEDIAL/DEVELOPMENTAL WRITING CHANGES

All students needing English remediation for Basic Writing I take EH 1013 with EH 1011.

If a student places into what was EH 1023 with EH 1021, that student now takes EH 1131, a lab, with EH 113, Comp I

1. Students with an ACT of 14-18 or who score between 226-250 on the NG Accuplacer must enroll in the following corequisite course when they enroll in EH 1131 which is linked to EH 113. The student should be enrolled in the lab first.

EH 113 and lab EH 1131 and the corequisite SS II, SS 111

2. Students with an ACT 13 or below; or a 225 or lower on the NG Accuplacer must enroll in the following courses:

EH 1013 and EH 1011 and Student Success I, SS 101

B. PCCUA has also demonstrated progression in meeting institutional goals by review of the key performance indicators that reflect minority student's completion rates.

PCCUA KEY PERFORMANCE INDICATORS								
INDICATOR/YEAR	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ENROLLMENT (FALL)								
FT	591	648	621	610	591	459	492	441
PT	1070	1101	1015	912	949	633	797	793
Total	1661	1748	1636	1522	1540	1092	1289	1234
CREDIT HOURS								
SSCH	13,708	14,753	13,673	13,392	13,287	9732	10,798	10512
FTE	913.9	983.5	911.5	892.8	885.8	648.8	720	701
TIME TO DEGREE								
100% Completion (2Yr)	33%	35%	28%	31%	32%	2023	2024	
150% Completion (3 Yr) (IPEDS Measure)	45%	46%	41%	39%	46%	2024	2025	
200% Completion (4 Yr)	53%	57%	47%	48%	2024	2025	2026	
Retention (IPEDS Count)	66%	59%	58%	52%	47%	67%	76%	
AWARDS								
CPs	153	241	213	273	286	241	191	
TCs	45	46	74	90	67	105	57	
Degrees	130	125	128	133	122	106	108	
Total Awards	328	412	415	496	475	452	356	
Note: Based on 2023 IPEDS Data								

- C. PCCUA is an Achieving the Dream (ATD) Leader College. ATD is a comprehensive, non-governmental reform movement targeting focus areas to close achievement gaps and accelerate success among diverse student populations, particularly low-income students and minority students. PCCUA has had four consecutive years of academic improvement with student performance outcomes and is continually seeking to reduce barriers that minority students face while in college.
- D. All students entering PCCUA will complete an Individual Career Plan (ICP) which provides a clear and understandable map for advancing through the student selected certificate or degree program.
- E. Once students are admitted into the college there are several support programs that seek to address retention from an academic, social, emotional, and financial perspective. Student engagement is the cornerstone for each program and each provides students with the opportunity to work directly with faculty or professional staff members to increase their academic and social skills, to increase their sense of belonging at the institution, and increases the opportunity for deeper student interactions to take place outside of the classroom. This approach further reinforces the level of care the institution holds for its' students.

1. **Campus Action Referral and Evaluation System (C.A.R.E.S.)**

The Campus Action Referral and Evaluation System (C.A.R.E.S) provides students with online and in-person support via self-identification of student needs. This program is designed to assist students in their physical and mental wellness via on-demand developmental sessions, referrals, resources, and follow-up throughout the academic year.

2. **Career Pathways**

The Arkansas Career Pathways Initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable, educational credential for immediate entry into a high demand occupation. The initiative emphasizes such program components as job readiness skills, basic academic skills

preparation/remediation, and post-secondary credentials tied to high-wage, high-demand occupations.

3. **Career Closet**

Students can obtain lightly-worn, professional-looking clothing free of charge for interviews or other job-related meetings here.

4. **Disability Services**

PCCUA accommodates students with disabilities as required by the American Disabilities Act (ADA) of 1990 and the Rehabilitation Act Section 504 (173). Students enrolled with medically documented disabilities will be provided with appropriate and reasonable accommodations when needed.

5. **Food Pantry**

Canned goods and other non-perishable items are available for students at no charge on all three campuses. Students and faculty/staff may also leave items at the pantries for another students' use.

6. **Early Alert Program**

The Early Alert Program is an alert within the third or fourth week of classes. Students who have difficulty with the course content are provided with an academic intervention(s). The instructor identifies the intervention(s) in the course syllabus. Each instructor identifies the methods used to help students succeed (tutoring, group study sessions led by the instructor or students, or any number of possible interventions).

7. **Research Capacity**

The Director of Institutional Research works with faculty and student services to organize data and provide analysis on data trends. This information improves instruction, services, recruitment efforts, retention, and satisfaction with college.

8. **Rowdy Transportation**

For college students, who are registered for classes but don't have a way to get to and from campus, the Rowdy Ride van will get them there. FREE transportation service is available each semester (Helena campus).

9. Single Parent Family Scholarship

Provides financial assistance to single parents who are pursuing a course of instruction, which will improve their income-earning potential.

Scholarships may be used for tuition, books, utility bills, car maintenance, child care, etc.

10. The Student Success Coach

Assist advisors with early intervention efforts. The advisor, coach, and instructor make every effort to ensure that a student(s) seek and receive academic assistance in courses where the student is not experiencing success.

11. Students Taking Action (S.T.A.R.) with Resources

The center offers a welcoming environment which provides individual and small group tutoring with emphasis in the developmental areas. Students also benefit from individual career counseling and career planning software.

12. Student Success Seminars

The purpose of this course is to provide students with workforce readiness skills through Financial Literacy, career development, resume writing, interview skills, time management.

13. Student Support Services

The goal of the SSS program is to raise the academic progress and performance levels of low income, disabled, and first-generation college students, as well as to retain and successfully complete their educational programs for transference into to four-year institutions. Eligibility for the program include being a first-generation college student, meet the federal low-income guidelines as noted by the Department of Education, have a documented disability, being homeless, and exiting the foster care system. The academic services and social support provided by the program yields a great impact on students' persistence and retention.

14. Tutor Net Online Tutoring

Students receive supplemental support through live online tutoring. Online tutoring is available in a wide range of subjects, sessions will be with a live tutor for one-on-one instruction, homework help, or Q&A. Each session lasts as long as the student needs and all sessions will be recorded for students to refer and access later.

15. Virtual Academy

The Academy is available to assist students with online course support. Students may check out computers and hot spots with this office for the entire term.

- F. PCCUA will continue to coordinate college recruitment fairs and attend college informationals at local high schools.
- G. PCCUA will continue to have recruitment events for the community.
- H. PCCUA will maintain ties with the community via family fun events.
- I. PCCUA will continue to utilize orientation as a vehicle to introduce and re-fresh students on PCCUA academics and student services for improved campus navigation.
- J. PCCUA will continue to communicate with students via email and text campaigns regarding important dates, campus resources, and student activities to offer support.
- K. PCCUA will continue to utilize social media and the college webpage to communicate campus news, student experiences, recruitment, and retention.

FACULTY AND STAFF RECRUITMENT AND RETENTION

PCCUA seeks to strengthen the college campus through intentional efforts to increase minority faculty and staff status on campus. This section of the report communicates the on-going efforts of the college to maximize student engagement through the increase of Faculty and Staff.

GOAL 2: Actively Recruit and Retain Minority Faculty and Staff

- A. PCCUA will continue its efforts to increase the number of minority faculty and staff members on the campus. Research has shown favorable in student engagement and

success when the faculty and staff composition of college reflect the demographics of the student body and community.

- B. Develop a network of minority alumni that can serve as a recruiting resource.
- C. Develop a network of minority support mentors for new and existing students.
- D. All employees at PCCUA are responsible and committed to the recruitment and retention of minority faculty, staff, and students in hopes of strengthening the local community and workforce.

CULTURAL AWARENESS

PCCUA seeks to enrich the college campus through the demonstration of fair, equitable, and inclusive practices daily. This section of the report communicates the on-going efforts of the college to celebrate the individuals experiences that students, faculty, and staff bring to the campus.

GOAL 3: Focus on creating a campus culture that fosters diversity, equity, and inclusion in daily operations.

PCCUA will continue to provide services to students to enhance their sense of belonging, retention, and the level of student engagement at the institution. The goal of such programming provides an opportunity for increased faculty/staff interaction and the development of peer support systems.

1. Diversity Officer

PCCUA has appointed a Diversity Officer to demonstrate the colleges commitment to include diversity, equity, and inclusion in all institutional policies and practices.

- 2. PCCUA has a Diversity Advisory Committee.
- 3. PCCUA will continue to create platforms for continued diversity dialogue.
- 4. PCCUA will continue programming that is student centered.
- 5. **Men Enrolling Toward Advancement Student Organization (META)**

A peer support group for minority males on the Helena-West Helena campus. META members develop leadership and communication skills, participate in service-learning opportunities, and student programming on campus.

6. Multicultural Student Organization

Provides the opportunity for multiple cultures of students to assemble to increase cultural awareness, promote social justice, cultivate inclusiveness on campus and formulate mutual respect and appreciation for diversity. This organization is open to all students and offers enriching experiences via conversations, activities, and community-based learning.

7. Non-traditional Student Association

This organization improves student navigation and transition into the college environment, as well as improve student retention. Non-traditional students are defined as students that do not come to the college directly after high school completion, part or full-time working professionals, 25 years of age or older, veterans, and students who are parents and/or are married.

8. Women in CyberScience Organization

Promotes recruitment, retention and advancement of females in cybersecurity.

9. Trailblazers Organization

First-Generation College Students Support Group provides support, promotes confidence, and leadership in students who are the first family members to attend college. Participants in this organization have the opportunity to expand their support system, and increase their skillset in areas of communication, time management, study skills, financial literacy, and autonomy.

10. Executive Leadership Student Council

This organization gives a voice to the student body as well as serves as a liaison for the students to the Faculty, Staff, and Administration of the College. It is the responsibility of the organization to advocate for students by influencing how the College addresses challenges, barriers to student success, and offer student's support and resources as needed to ensure a conducive academic and social learning environment for students.

11. Common Reader

Curriculum and Instruction will maintain the use of Common Readers in the classroom to promote dialogue on diversity and equity in society. Students are able to analyze societal issues through exploration of another person's life story.

12. Campus-Wide Diversity Programming

Diversity programming includes films, seminars, plays, and forums designed to educate faculty, staff, and students on topics related to diversity. Topics range from oppression, privilege, stereotypes, equality and equity, etc. Due to societal chaos around race and social injustice it is imperative that such programming takes place on college campuses.

13. Student Centers

Student Centers are the hub for campus connectivity! Faculty, Staff, and students are able to gather and experience a wide array of programs, services, and activities designed to foster a sense of community among students on campus. The Helena campus houses student support offices, a dining area, and a meeting room for student organizations.

WORKFORCE DEVELOPMENT

GOAL 4: Create enhanced student experiences through evaluation and modification of programs, services, and institutional practices to ensure optimal learning and working environment.

- A. PCCUA provides professional development focusing on student engagement, diversity, securing our campus, Title IX training, providing faculty support in managing human capital, technological training, culturally responsive instruction, and on-demand training to meet the needs of the campus.
- B. Continue to review and monitor student survey's regarding student services.
- C. Encourage program and self-evaluation of academic and social services.
- D. Create opportunities for Faculty, Staff, and students regarding student engagement.

COMPREHENSIVE SUMMARY OF FUTURE ACTIONS RELATED TO GOALS 1 - 4:

GOAL 1: Actively Recruit and Retain Minority Faculty, Staff, and Students.

- PCCUA will maintain and create ties with local religious groups and civic organizations to provide information regarding admissions, support, academics, scholarship, transportation, etc.
- PCCUA will create summer programs to introduce students to PCCUA.
- PCCUA will send incoming students' informational brochures from acceptance through student orientation to assist in campus navigation.
- PCCUA will post information on campus website for prospective students and families.
- PCCUA will improve recruitment of minority faculty by connecting with sister institutions who primarily serve minority communities to identify qualified talent.
- PCCUA will post employment information at conferences, state meetings and will participate in college job fairs.

GOAL 2: Focus on creating a campus culture that fosters diversity, equity, and inclusion in daily operations including programs, services, and instruction.

- PCCUA will create a Diversity Strategic Plan that coincides with current strategic plan and co-curricular activities.
- PCCUA will be more intentional to focus on data disaggregation and analysis based on gender, race/ethnicity, and socio-economic to ensure equity of resources, services, and assess to all our students.
- PCCUA will create a social mixer for new faculty and staff to create deeper connections based on mutual cultural and societal themes.
- PCCUA will create a social mixer for students at the beginning of the academic year to create a positive and welcoming experience.

GOAL 3: Create enhanced student experiences through evaluation and modification of programs, services, and institutional practices to ensure the necessary foundation for optimal learning and working experiences.

- Faculty and staff are encouraged to participate in professional development opportunities to enhance student experiences.
- Enhance campus-wide efforts to retain and graduate students.
- Provide support to students regarding career services and job opportunities.
- Continue to monitor and evaluate tutorial services and instruction.

CAMPUS DEMOGRAPHICS

Table 1: Number of Minority Students, by Minority Group, Who Currently Attend the Institution

2022 – 2023 Total Student Count by Race

Student Ethnicity	Fall 2022			Spring 2023			Unduplicated
Race/Ethnicity	Male	Female	Total	Male	Female	Total	Total
Asian	4	3	7	4	1	5	7
Black	229	407	636	205	347	552	748
Hawaiian/P. Islander	-	-	-	-	-	-	-
Hispanic	20	25	45	16	19	35	48
Am Indian	1	2	3	1	2	3	3
White	185	325	510	159	281	440	592
Two or more races	3	9	12	3	10	13	14
UK	9	12	21	8	8	16	26
Total	451	783	1234	396	668	1064	1438

Source: Institutional Research, PCCUA, May 2022

Table 2: Overall Unduplicated Headcount used for Comparison

Year	Headcount (unduplicated)	FTE
2015-16	2136	1884
2016-17	2220	1979
2017-18	2146	1880
2018-19	1930	1830
2019-20	1907	1796
2020-21	1319	1219
2021-22	1456	1320
2022-23	1438	1315
Term		
Fall 2015	1661	913
Fall 2016	1747	981
Fall 2017	1636	912
Fall 2018	1520	891
Fall 2019	1540	886
Fall 2020	1092	649
Fall 2021	1290	720
Fall 2022	1234	701

Source: Institutional Research, PCCUA, May 2022

Faculty and Staff

PCCUA will continue to review recruitment and retention efforts to ensure the attainment of minority faculty and staff at the institution. This action sends a powerful message to college constituents that we value diversity, and we believe all backgrounds are important contributions to the educational experience.

Table 3: Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution

2022 – 2023 Total Faculty and Staff Count by Race

	Minority Faculty	Total Faculty	Minority Staff	Total Staff	Total
2015 - 2016	8	58	55	139	197
2016 – 2017	9	59	68	140	199
2017 – 2018	9	60	57	133	193
2018 – 2019	8	59	55	126	185
2019 – 2020	9	59	59	125	184
2020 – 2021	8	53	55	118	171
2021 – 2022	7	53	50	119	172
2022 - 2023	9	54	48	112	166

Source: Human Resources, PCCUA, May 2023

Table 4: Number of Minority, by Minority Group, Full-Time Faculty Who Currently Work for the Institution

2022 – 2023 Full-time Faculty Count by Race

Year	Minority Faculty	Minority Staff
2015-16	8	55
2016-17	9	68
2017-18	9	57
2018-19	8	55
2019-20	9	59
2020-21	8	55
2021 – 2022	7	50
2022 - 2023	9	48

Source: Human Resources, PCCUA, May 2023

**Table 5: Number of Minority Adjunct Faculty Who Currently Work for the Institution
2022 – 2023 Adjunct Faculty Count by Race**

Adjunct	Male	Female
African-American	11	32
White	15	31
Hispanic	1	
Total	27	63

Source: Human Resources, PCCUA, May 2023

PCCUA has difficulty identifying masters prepared minority faculty in the appropriate content area for our institution. We will continue to improve the methods we use to communicate this job opportunity to qualified minority personnel. Currently, the college uses the newspaper, television, the Chronical of Higher Education, Facebook, Twitter, and other social media to recruit qualified minority applicants.

**Table 6: Number and Position Title of Minority Faculty and Staff
Who Began Working at the Institution in the Past Year
2022 – 2023 New Minority Hires**

Position	Ethnicity		Gender	
	African-American	White	Male	Female
Faculty-instructor	3	3	4	2
Clinical Instructor	0	0	0	0
Professional Staff	2	2	1	3
Classified Staff	2	4	0	6
Total	7	9	5	11

Source: Human Resources, PCCUA, May 2022

We are pleased that we have experienced an increase in some areas of employment. We do recognize that our recruitment practices must become more rigorous and intentional to meet the needs of an ever growing, diverse student population.

INDICATORS AND BENCHMARKS

The Vice Chancellor for Curriculum Instruction, the Vice Chancellor for Student Services, and many offices work collaboratively to assess the effectiveness of the Minority Recruitment and Retention Plan. We will use academic performance, student persistence, graduation rates, student reflections, and surveys to measure the success of the minority recruitment and retention plan.

APPENDIX A: MINORITY STUDENT RETENTION

Department	Intramurals
Program/Service	Recreation Program
Date	May 2023
Assessment Time (Pre/During/After)	After
Campus	Helena Campus
Description	Opportunity for students to engage with peers. Observation of student participation to gauge student satisfaction.
Student Learning Outcome/Department Improvement	Students can create productive ways to combat stress through physical activity.
Strategic Priority	Support for instruction and learning.
Core Competency	Communication
Expected Results	Students were satisfied with the service. 70% of students that engage with student services will persist and reach completion.
Actual Results	
Measure	Presentation
Type	Direct
Feedback	

Department	Career Pathways
Program/Service	Child Care Voucher Program
Date	December 2023
Assessment Time (Pre/During/After)	During
Campus	All Campuses
Description	This service is available for all Career Pathway students and the survey will take place at the end of the semester.
Student Learning Outcome/Department Improvement	Students can apply their newly learned basic academic and workforce readiness skills to acquire a high-wage, high-demand occupation.
Strategic Priority	Improve Campus Connections
Core Competency	Analytical and Critical Thinking
Expected Results	100% of students will say that they are satisfied with this service.
Actual Results	
Measure	Survey
Type	Indirect
Feed back	

Department	Tutoring
Program/Service	Supplemental learning via peer tutor.
Date	May 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Instructional support to enhance academic performance. A survey will be given to students to communicate their satisfaction.
Student Learning Outcome/Department Improvement	Students create their personal study system to achieve academic goals.
Strategic Priority	Support for instruction and learning.
Core Competency	Communication
Expected Results	Students were satisfied with the service. 70% of students that engage with student services will persist and reach completion.
Actual Results	
Measure	Survey
Type	Indirect
Feedback	

APPENDIX B: MINORITY FACULTY AND STAFF RECRUITMENT AND RETENTION

Department	All Campus Units
Program/Service	Recruitment and Retention
Date	May 2024
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Campus Culture Assessment
Student Learning Outcome/Department Improvement	Students, Faculty, and Staff can apply their newly learned academic and social skillset to the workforce.
Strategic Priority	Improve Campus Connections
Core Competency	Analytical and Critical Thinking
Expected Results	70% of students will say that they are satisfied with college experience.
Actual Results	
Measure	Survey
Type	Indirect
Feed back	

APPENDIX C: CULTURAL AWARENESS

Department	Diversity, Equity, and Inclusion
Program/Service	Black History Month Speaker promoting engagement and critical thinking around the topics of diversity, equity, and inclusion.
Date	May 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Students can analyze how their daily lives are impacted by issues involving diversity, equity, and inclusion in society. Students will participate in a focus group to gauge program effectiveness.
Student Learning Outcome/Department Improvement	Students can determine effective learning communities when they can observe diversity, equity, and inclusion practices in daily operations.
Strategic Priority	Faculty and Staff Professional Development
Core Competency	Cultural Awareness
Expected Results	80% of Students were satisfied with the program
Actual Results	
Measure	Survey
Type	Indirect
Feedback	

APPENDIX D: WORKFORCE DEVELOPMENT

Department	Advising
Program/Service	Advising /Schedule Builder Service
Date	December 2022 & April 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Advisor Student Satisfaction Survey to gain feedback on student experience.
Student Learning Outcome/Department Improvement	Departmental improvement
Strategic Priority	Professional Faculty and Staff Development
Core Competency	Communication
Expected Results	Students were satisfied with information provided by Advisor. 80% of students that engage with student services - advisors will persist and reach completion.
Actual Results	
Measure	Survey
Type	Indirect
Feedback	

Department	Admissions
Program/Service	School Admittance
Date	December 2022 & April 2023
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Admittance of new students into college. Student Satisfaction Survey to gain feedback on student experience.
Student Learning Outcome/Department Improvement	Department Improvement
Strategic Priority	Professional Faculty and Staff Development
Core Competency	Communication
Expected Results	Students were satisfied with experience. 70% of students felt knowledgeable regarding next steps in the onboarding process.
Actual Results	
Measure	Survey
Type	Indirect
Feedback	

Department	Financial Aid
Program/Service	Financial Aid package processing service.
Date	December 2023 & April 2024
Assessment Time (Pre/During/After)	After
Campus	All Campuses
Description	Student financial aid application processing and information distribution. Students will receive a satisfaction survey to gain feedback on student experience
Student Learning Outcome/Department Improvement	Department Improvement
Strategic Priority	Professional Faculty and Staff Development
Core Competency	Communication
Expected Results	Students were satisfied with the service. 70% of students that engage with student services will persist and reach completion.
Actual Results	
Measure	Survey
Type	Indirect
Feedback	

South Arkansas Community College Annual Report Minority Recruitment and Retention 2022-2023

The mission of South Arkansas College is: *South Arkansas College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.*

As part of that mission, South Arkansas College (SouthArk) recognizes that serving the needs of our state and nation requires increased participation in higher education from members of minority populations and is submitting this annual report as a result, which is consistent with the current five-year *Enrollment Plan*. Throughout this report, “minority” refers to African-American, Hispanic, Asian/Pacific Islander, and American Indian or Alaskan Native. In addition to racial minorities, SouthArk also works to include other underserved populations. The charts below are representative of the current demographics of the state and the SouthArk community.

South Arkansas College is committed to fostering a culture of openness that values diversity. One of six SouthArk value statements that serves as a guiding principle for the institution is “Respect for Diversity.” The actual statement which is found in our print material reads as follows: *Believing that everyone should have an opportunity to learn and succeed, we value intellectual and cultural diversity in the classroom, in the workplace, and in the community.*

The College will continue to improve support for minority students in an effort to increase student retention. The recruitment and retention of minorities is evidenced by the institutional mandate reflected in **Board Policy #23, ENDS 4** that is submitted annually to the Board of Trustees.

ENDS 4: Campus Culture

This ENDS considers the campus culture for the students and for the employees by demonstrating how the College has created a productive, respectful, and caring learning and working environment. The College recognizes the uniqueness of employees, students, and community members and values these differences, providing a safe and positive educational setting.

- Student community service
- Cultural enrichment activities and events
- Campus diversity
- Student and staff diversity data
- Employee professional development
- Employee participation in community service
- Employee recognition

This report highlights the efforts of the college to promote diversity on campus through the hiring of minority faculty and staff, as well as to promote minority student participation.

REPORT:

The staff and faculty are dedicated to ensuring that South Arkansas College is an affirmative action and equal opportunity employer. The College reaffirms this commitment in its distributed materials (college catalog, student handbook, job vacancy notices, and program brochures).

South Arkansas College is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA compliant institution for our education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.

I. Fall Enrollment and Longitudinal Trends

The College has targeted under-represented groups for participation in College programs and activities.

Fall Enrollment and Longitudinal Trends – Table 1

Ethnic Makeup of Students	Fall '18	Fall '19	Fall '20	Fall '21	Fall '22	1-year change	5-year change
African American females	26.4%	26.4%	26.0%	25.7%	19.7%	-6.0%	-6.7%
African American males	7.2%	7.6%	7.1%	7.3%	7.8%	.5%	.6%
Caucasian females	37.3%	36.7%	37.0%	32.6%	32.8%	.2%	-4.5%
Caucasian males	18.3%	18.9%	18.6%	21.3%	19.9%	-1.4	1.6%
Hispanic females	3.5%	3.4%	3.8%	4.3%	4.1%	-.2%	.6%
Hispanic males	2.2%	2.2%	3.4%	3.1%	2.3%	-.8%	.1%
Other females	3.3%	2.8%	2.5%	3.6%	2.9%	-.7%	-.4%
Other males	2.0%	1.9%	1.6%	2.1%	1.8%	-.3%	-.2%
Total:	1,472	1,443	1,253	1,156	1,163		

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

A. Faculty and Staff

The College seeks applications by advertising positions in publications that attract diverse readers and applicants. The Human Resources Office posts all position announcements on the South Arkansas College website and the College email distribution listserv. The electronic public posting of employment opportunities is often distributed by employees and others to a multiplicity of potential candidates. When posting jobs, the publications and websites may be expanded as needed to reach a larger, more diverse population. The Sunday edition of the local newspaper is often used to reach a wider circulation of potential job seekers. When deemed necessary, the College also advertises positions on the higherjobs.com website; in regional newspapers; local websites goeldorado.com and eldoark.com; the *Arkansas Democrat-Gazette*; the *Chronicle of Higher Education*, a national publication; the *Hispanic Outlook*; and

Diversity magazine. The academic or department head also may recommend various publications and/or websites for advertisements.

The College has implemented numerous administrative procedures to support its diversity in employment. The College has detailed procedures using committees to fill all benefits-eligible vacancies; these procedures specify the composition of the committee membership to assure diversity. The Human Resources Director, or appointee, is present at all selection committee meetings to ensure compliance with Fair Employment Practice guidelines and other federal, state, and college regulations/policies.

South Arkansas College reports annually to the National Center for Education Statistics. This submission, known as the Integrated Postsecondary Education Data System (IPEDS) report, includes gender and diversity data. Additionally, the College reports to the Arkansas Department of Higher Education each year its employment diversity.

South Arkansas College also was selected as a 2022 recipient of the *Most Promising Places to Work in Community Colleges* by NISOD and *Diverse: Issues in Higher Education*.

Minority Faculty & Staff as of November 1, 2022 – Table 2

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

	Nov '22	
	M	F
Faculty	20	24
Minority Personnel	2	2
<i>Percentage</i>	10%	8%
Professional Staff	29	38
Minority Personnel	5	13
<i>Percentage</i>	35%	34%
Classified Staff	9	24
Minority Personnel	5	11
<i>Percentage</i>	56%	46%
Total Men and Women	58	86
Minority Personnel	12	26
<i>Percentage</i>	21%	30%
Total	144	
Minority Personnel	38	
<i>Percentage</i>	26%	

Minority Faculty & Staff (New Hire) – Table 3

Number and position title of minority faculty and staff who began working at the institution in the past year (11/1/2022 census date).

Position Classification	Minority Female	Minority Male
Professional Staff	0	0
Faculty full-time	0	1

B. Students – College Programs and Activities Targeting Under-Represented Groups

South Arkansas College has a diverse population of students. This diversity includes ethnic and cultural contrasts, special needs, and language differences. There are several ways in which SouthArk tries to meet the needs and interests of students.

1. Scholarships and Financial Aid for Minority Students

SouthArk staff continues to be successful in writing scholarship requests to SouthArk’s Foundation for funds specifically targeted for undocumented students. The career coach at Warren High School, where there is a large Hispanic population, has been invaluable to the financial aid office in assisting those students to apply for financial aid and scholarships. Also, there are various scholarships available through the SouthArk Foundation for non-traditional males, non-traditional females, African-American males, African-American females and Hispanics.

2. Corresponding information pertaining to efforts to assist minorities with financial aid is positive. In 2020-2021, 1,573 students (unduplicated count) were enrolled. Of those students, 924 or 58.8% had some type of financial aid. A total of 495 (53.6%) of financial aid awardees were ethnic minorities. In 2021-2022, 1,426 students (unduplicated count) were enrolled. Of those students, 886 or 62.1% had some type of financial aid. A total of 477 (53.8%) of financial aid awardees were ethnic minorities. In 2022-2023, 1,164 students (unduplicated count) were enrolled. Of those students, 748 or 64% had some type of financial aid. A total of 401 (53.6%) of the financial aid awardees were ethnic minorities.

3. Special Student Populations

a. The Carl Perkins Program

One of the core indicators for the Carl Perkins grant is non-traditional participation, to which the Carl Perkins Advisor identifies and encourages students to consider non-traditional careers based on gender demographics in the field. Non-traditional careers are defined as careers in which the total population is comprised of 25% or less of one gender.

Non-Traditional Program Participants – Table 4

2022 Fall	Total # of Non-Traditional Participants	Total # of Participants in the CTE Programs	% Non-Traditional Participants in CTE Programs
Health Sciences	66	514	12.8%
Male	47	66	71.2%
Female	19	448	4.2%
Arts & Sciences	44	113	38.9%
Male	2	46	4.3%
Female	42	67	62.7%
Career Technical	26	73	35.6%
Male	0	47	0.0%
Female	26	26	100%
Grand Total	136	700	19.4%

b. Counseling and Disability Services

This department is dedicated to working with the student population who has documented disabilities and/or mental health needs for the purpose of facilitating student success. In the 2022-2023 academic year, 30 students engaged in these services.

c. Upward Bound (TRiO) Project

The Upward Bound (TRiO) Project at South Arkansas College is funded in total by a federal grant from the U. S. Department of Education, with an annual budget of \$312,480, to work with El Dorado High School students. Upward Bound supports selected participants (first-generation, college-bound students meeting income requirements) in completing secondary school, enrolling in post-secondary school, and completing a bachelor’s degree. The program offers intrusive academic, career, social, cultural, and financial advising. Currently, SouthArk has identified 63 program participants for the Upward Bound project.

- d. The Arkansas Career Pathways Initiative (CPI) is a comprehensive program designed to improve the earnings and post-secondary education attainment of Arkansas’ low-income residents who meet Temporary Assistance for Needy Families (TANF) eligibility. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high-demand occupation. Students in the program may receive assistance with childcare, transportation, a laptop computer, tuition, and books. Currently, **103 students** are enrolled. The average age is **32**, and the student age range is **18-49**. The ethnicity of the students is as follows: **64%** African American, **31%** Caucasian, **4%** Hispanic, and **1%** Native American.

4. Minority Recruitment Activities

a. Career Coaches – Union, Bradley, and Chicot Counties

South Arkansas College has participated in the Arkansas College and Career Coach Program (formally known as Arkansas Works) through the Arkansas Division of Career and Technical Education since 2010, with College and Career coaches stationed in school districts in Bradley and Chicot counties. In 2018, SouthArk expanded its reach into Union County. Five College and Career coaches served four school districts throughout three counties and reached approximately 2,328 students in 2022-2023. The program organizes a series of grade-level appropriate, college-readiness strategies starting in the 7th grade to move students systematically toward college enrollment that will lead to a fulfilling career. The College and Career coaches function as advisors to guide, support, and encourage students to attain a postsecondary education, workforce training, and/or apprenticeship as a means to a career that will afford economic self-sufficiency. High priority students include students from low-socioeconomic backgrounds, single parent students, and students with disabilities.

Minority Students by School District – Table 6

¹WARREN SCHOOL DISTRICT		¹EL DORADO SCHOOL DISTRICT	
African-American/Black	34.3%	African-American/Black	48.5%
Hispanic	26.3%	Hispanic	9.4%
Asian/Pacific Islander	0.3%	Asian/Pacific Islander	1.3%
American Indian	0.5%	American Indian	0%
¹STRONG-HUTTIG SCHOOL DISTRICT			
African-American/Black		79.0%	
Hispanic		1.7%	
Asian/Pacific Islander		0.0%	
American Indian		0.3%	
¹LAKESIDE SCHOOL DISTRICT			
African-American/Black		77.3%	
Hispanic		14.0%	
Asian/Pacific Islander		0.2%	
American Indian		0.1%	
<i>Source: ¹myschoolinfo.arkansas.gov (22-23); extracted 06/23/2023</i>			

b. Black History Month Activities

SouthArk coordinates and provides numerous opportunities to celebrate Black History Month with students, employees, and the community. The Mahony Family Library hosts a literature display focused on Black History Month. The Boomtown Bistro offers a traditional soul food menu. The Student Engagement department offers activities including Black History Power Hour, a mental health seminar, physical health wellness check, Grilling with the Greeks, trivia night, forum focused on leadership development of Black students and staff, and others throughout the month of February for awareness and involvement.

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

The African-American outreach efforts noted above will be repeated for the upcoming academic year, with a goal of increasing the number of minority students who pursue postsecondary education. The student organization, BOSS (Brotherhood of Scholarship and Service), which was created in fall 2019, with the purpose of promoting the inclusion and success of male students of color, continues assisting students in efforts of service, scholarship, engagement, mentorship, and character. Additionally, LUSA (Latinos Unidos Student Association) provides leadership opportunities for students; promotes professional and personal growth activities throughout the academic year and summer; fosters community and campus engagement of all members; and serves as a liaison between the students and the community with special emphasis on the Hispanic population.

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

The College has met or exceeded benchmarks for Minority Enrollment, Retention, and Graduation relative to Union County and the state of Arkansas. The Department of Institutional Effectiveness and Research conducts periodic comparisons between the college's and community's minority populations, as well as between the college's total enrollment and minority student populations. The Department will continue to track recruitment activities associated with the Minority Recruitment and Retention Plan, which is designed to further enhance minority participation. SouthArk will also continue to actively recruit minority faculty and staff as openings allow.

a. Timeline

The timeline applied for the majority of the new recruitment strategies or activities will be within 12 months (or July 1, 2023 - June 30, 2024).

b. Assessment Methods

There will be multiple assessment methods used to determine the effectiveness of the strategies presented, including quantitative and qualitative assessment approaches. Several of the strategies that will be developed over the next year will require capturing baseline data (primarily student contacts). Survey methods and focus groups will be used for determining student satisfaction and program assessment.

c. Budget

The budget dedicated for the implementation of the Minority Recruitment and Retention plan is spread across campus in various different budgets throughout the institution. The Recruiter, College and Career Coach program, Academic Advising, Marketing and Public Relations, along with Enrollment Service all have portions of their budgets dedicated to the Minority Recruitment and Retention plan.

Additionally, the Recruiter is involved in recruitment activities throughout the year and engages minority students on a consistent basis as a result of the demographics of the service area. The Union County College and Career Coach works with all students throughout the county, engaging minority students on a daily basis. Recruitment and Retention threads are woven into both Student Services and Instruction/Learning.

South Arkansas Community College Annual Report Minority Recruitment and Retention 2022-2023

The mission of South Arkansas College is: *South Arkansas College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.*

As part of that mission, South Arkansas College (SouthArk) recognizes that serving the needs of our state and nation requires increased participation in higher education from members of minority populations and is submitting this annual report as a result, which is consistent with the current five-year *Enrollment Plan*. Throughout this report, “minority” refers to African-American, Hispanic, Asian/Pacific Islander, and American Indian or Alaskan Native. In addition to racial minorities, SouthArk also works to include other underserved populations. The charts below are representative of the current demographics of the state and the SouthArk community.

South Arkansas College is committed to fostering a culture of openness that values diversity. One of six SouthArk value statements that serves as a guiding principle for the institution is “Respect for Diversity.” The actual statement which is found in our print material reads as follows: *Believing that everyone should have an opportunity to learn and succeed, we value intellectual and cultural diversity in the classroom, in the workplace, and in the community.*

The College will continue to improve support for minority students in an effort to increase student retention. The recruitment and retention of minorities is evidenced by the institutional mandate reflected in **Board Policy #23, ENDS 4** that is submitted annually to the Board of Trustees.

ENDS 4: Campus Culture

This ENDS considers the campus culture for the students and for the employees by demonstrating how the College has created a productive, respectful, and caring learning and working environment. The College recognizes the uniqueness of employees, students, and community members and values these differences, providing a safe and positive educational setting.

- Student community service
- Cultural enrichment activities and events
- Campus diversity
- Student and staff diversity data
- Employee professional development
- Employee participation in community service
- Employee recognition

This report highlights the efforts of the college to promote diversity on campus through the hiring of minority faculty and staff, as well as to promote minority student participation.

REPORT:

The staff and faculty are dedicated to ensuring that South Arkansas College is an affirmative action and equal opportunity employer. The College reaffirms this commitment in its distributed materials (college catalog, student handbook, job vacancy notices, and program brochures).

South Arkansas College is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA compliant institution for our education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.

I. Fall Enrollment and Longitudinal Trends

The College has targeted under-represented groups for participation in College programs and activities.

Fall Enrollment and Longitudinal Trends – Table 1

Ethnic Makeup of Students	Fall '18	Fall '19	Fall '20	Fall '21	Fall '22	1-year change	5-year change
African American females	26.4%	26.4%	26.0%	25.7%	19.7%	-6.0%	-6.7%
African American males	7.2%	7.6%	7.1%	7.3%	7.8%	.5%	.6%
Caucasian females	37.3%	36.7%	37.0%	32.6%	32.8%	.2%	-4.5%
Caucasian males	18.3%	18.9%	18.6%	21.3%	19.9%	-1.4	1.6%
Hispanic females	3.5%	3.4%	3.8%	4.3%	4.1%	-.2%	.6%
Hispanic males	2.2%	2.2%	3.4%	3.1%	2.3%	-.8%	.1%
Other females	3.3%	2.8%	2.5%	3.6%	2.9%	-.7%	-.4%
Other males	2.0%	1.9%	1.6%	2.1%	1.8%	-.3%	-.2%
Total:	1,472	1,443	1,253	1,156	1,163		

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

A. Faculty and Staff

The College seeks applications by advertising positions in publications that attract diverse readers and applicants. The Human Resources Office posts all position announcements on the South Arkansas College website and the College email distribution listserv. The electronic public posting of employment opportunities is often distributed by employees and others to a multiplicity of potential candidates. When posting jobs, the publications and websites may be expanded as needed to reach a larger, more diverse population. The Sunday edition of the local newspaper is often used to reach a wider circulation of potential job seekers. When deemed necessary, the College also advertises positions on the higherjobs.com website; in regional newspapers; local websites goeldorado.com and eldoark.com; the *Arkansas Democrat-Gazette*; the *Chronicle of Higher Education*, a national publication; the *Hispanic Outlook*; and

Diversity magazine. The academic or department head also may recommend various publications and/or websites for advertisements.

The College has implemented numerous administrative procedures to support its diversity in employment. The College has detailed procedures using committees to fill all benefits-eligible vacancies; these procedures specify the composition of the committee membership to assure diversity. The Human Resources Director, or appointee, is present at all selection committee meetings to ensure compliance with Fair Employment Practice guidelines and other federal, state, and college regulations/policies.

South Arkansas College reports annually to the National Center for Education Statistics. This submission, known as the Integrated Postsecondary Education Data System (IPEDS) report, includes gender and diversity data. Additionally, the College reports to the Arkansas Department of Higher Education each year its employment diversity.

South Arkansas College also was selected as a 2022 recipient of the *Most Promising Places to Work in Community Colleges* by NISOD and *Diverse: Issues in Higher Education*.

Minority Faculty & Staff as of November 1, 2022 – Table 2

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

	Nov '22	
	M	F
Faculty	20	24
Minority Personnel	2	2
<i>Percentage</i>	10%	8%
Professional Staff	29	38
Minority Personnel	5	13
<i>Percentage</i>	35%	34%
Classified Staff	9	24
Minority Personnel	5	11
<i>Percentage</i>	56%	46%
Total Men and Women	58	86
Minority Personnel	12	26
<i>Percentage</i>	21%	30%
Total	144	
Minority Personnel	38	
<i>Percentage</i>	26%	

Minority Faculty & Staff (New Hire) – Table 3

Number and position title of minority faculty and staff who began working at the institution in the past year (11/1/2022 census date).

Position Classification	Minority Female	Minority Male
Professional Staff	0	0
Faculty full-time	0	1

B. Students – College Programs and Activities Targeting Under-Represented Groups

South Arkansas College has a diverse population of students. This diversity includes ethnic and cultural contrasts, special needs, and language differences. There are several ways in which SouthArk tries to meet the needs and interests of students.

1. Scholarships and Financial Aid for Minority Students

SouthArk staff continues to be successful in writing scholarship requests to SouthArk’s Foundation for funds specifically targeted for undocumented students. The career coach at Warren High School, where there is a large Hispanic population, has been invaluable to the financial aid office in assisting those students to apply for financial aid and scholarships. Also, there are various scholarships available through the SouthArk Foundation for non-traditional males, non-traditional females, African-American males, African-American females and Hispanics.

2. Corresponding information pertaining to efforts to assist minorities with financial aid is positive. In 2020-2021, 1,573 students (unduplicated count) were enrolled. Of those students, 924 or 58.8% had some type of financial aid. A total of 495 (53.6%) of financial aid awardees were ethnic minorities. In 2021-2022, 1,426 students (unduplicated count) were enrolled. Of those students, 886 or 62.1% had some type of financial aid. A total of 477 (53.8%) of financial aid awardees were ethnic minorities. In 2022-2023, 1,164 students (unduplicated count) were enrolled. Of those students, 748 or 64% had some type of financial aid. A total of 401 (53.6%) of the financial aid awardees were ethnic minorities.

3. Special Student Populations

a. The Carl Perkins Program

One of the core indicators for the Carl Perkins grant is non-traditional participation, to which the Carl Perkins Advisor identifies and encourages students to consider non-traditional careers based on gender demographics in the field. Non-traditional careers are defined as careers in which the total population is comprised of 25% or less of one gender.

Non-Traditional Program Participants – Table 4

2022 Fall	Total # of Non-Traditional Participants	Total # of Participants in the CTE Programs	% Non-Traditional Participants in CTE Programs
Health Sciences	66	514	12.8%
Male	47	66	71.2%
Female	19	448	4.2%
Arts & Sciences	44	113	38.9%
Male	2	46	4.3%
Female	42	67	62.7%
Career Technical	26	73	35.6%
Male	0	47	0.0%
Female	26	26	100%
Grand Total	136	700	19.4%

b. Counseling and Disability Services

This department is dedicated to working with the student population who has documented disabilities and/or mental health needs for the purpose of facilitating student success. In the 2022-2023 academic year, 30 students engaged in these services.

c. Upward Bound (TRiO) Project

The Upward Bound (TRiO) Project at South Arkansas College is funded in total by a federal grant from the U. S. Department of Education, with an annual budget of \$312,480, to work with El Dorado High School students. Upward Bound supports selected participants (first-generation, college-bound students meeting income requirements) in completing secondary school, enrolling in post-secondary school, and completing a bachelor’s degree. The program offers intrusive academic, career, social, cultural, and financial advising. Currently, SouthArk has identified 63 program participants for the Upward Bound project.

- d. The Arkansas Career Pathways Initiative (CPI) is a comprehensive program designed to improve the earnings and post-secondary education attainment of Arkansas’ low-income residents who meet Temporary Assistance for Needy Families (TANF) eligibility. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high-demand occupation. Students in the program may receive assistance with childcare, transportation, a laptop computer, tuition, and books. Currently, **103 students** are enrolled. The average age is **32**, and the student age range is **18-49**. The ethnicity of the students is as follows: **64%** African American, **31%** Caucasian, **4%** Hispanic, and **1%** Native American.

4. Minority Recruitment Activities

a. Career Coaches – Union, Bradley, and Chicot Counties

South Arkansas College has participated in the Arkansas College and Career Coach Program (formally known as Arkansas Works) through the Arkansas Division of Career and Technical Education since 2010, with College and Career coaches stationed in school districts in Bradley and Chicot counties. In 2018, SouthArk expanded its reach into Union County. Five College and Career coaches served four school districts throughout three counties and reached approximately 2,328 students in 2022-2023. The program organizes a series of grade-level appropriate, college-readiness strategies starting in the 7th grade to move students systematically toward college enrollment that will lead to a fulfilling career. The College and Career coaches function as advisors to guide, support, and encourage students to attain a postsecondary education, workforce training, and/or apprenticeship as a means to a career that will afford economic self-sufficiency. High priority students include students from low-socioeconomic backgrounds, single parent students, and students with disabilities.

Minority Students by School District – Table 6

¹WARREN SCHOOL DISTRICT		¹EL DORADO SCHOOL DISTRICT	
African-American/Black	34.3%	African-American/Black	48.5%
Hispanic	26.3%	Hispanic	9.4%
Asian/Pacific Islander	0.3%	Asian/Pacific Islander	1.3%
American Indian	0.5%	American Indian	0%
¹STRONG-HUTTIG SCHOOL DISTRICT			
African-American/Black		79.0%	
Hispanic		1.7%	
Asian/Pacific Islander		0.0%	
American Indian		0.3%	
¹LAKESIDE SCHOOL DISTRICT			
African-American/Black		77.3%	
Hispanic		14.0%	
Asian/Pacific Islander		0.2%	
American Indian		0.1%	
<i>Source: ¹myschoolinfo.arkansas.gov (22-23); extracted 06/23/2023</i>			

b. Black History Month Activities

SouthArk coordinates and provides numerous opportunities to celebrate Black History Month with students, employees, and the community. The Mahony Family Library hosts a literature display focused on Black History Month. The Boomtown Bistro offers a traditional soul food menu. The Student Engagement department offers activities including Black History Power Hour, a mental health seminar, physical health wellness check, Grilling with the Greeks, trivia night, forum focused on leadership development of Black students and staff, and others throughout the month of February for awareness and involvement.

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Southern Arkansas University
Minority Recruitment and Retention Annual Report
2022-2023

Southern Arkansas University
100 East University
Magnolia, Arkansas 71753

MINORITY RETENTION PLAN
2022-2023

Although there are many University-wide goals and objectives that relate to the recruitment and retention of minority faculty, staff, and students, the following goals and objectives are directly relevant:

Goal 1: To recruit and retain diverse, well-qualified and student-centered faculty and staff.

- Objective: Increase the percentage of underrepresented faculty and staff.
- a. Annual comparison of the percent of underrepresented faculty and staff, using fall 2005 as the base year in October of each year

Goal 2: To recruit, retain, and graduate students who have the opportunity to succeed with the support of an educational community of committed and caring faculty and staff.

- Objective: Increase African-American retention and graduation rates.
- a. Increase in African-American retention rate and graduation rate to University averages

Goal 3: To provide the opportunity for all students to have a full, meaningful, and well-rounded university life.

- Objective: Increase the level of awareness and acceptance of diversity in people and cultures.
- a. Analysis of the types and number of courses, programs, and activities that promote diversity

ACT 1091 of 1999
FACULTY/STAFF MINORITY RETENTION
2022-2023 Report

1. Minority representation is required on committees that have a significant impact on the mission of the University.
2. The policy of minority representation on all search committees continues.
3. The Office of Multicultural Services was established in the fall of 1995 to demonstrate the University's commitment to increasing the recruitment and retention of minority faculty, staff, and students. Professional development opportunities supporting this goal are also made available by the University.
4. All employment advertisements include the following statement regarding the University's expectation that faculty and staff are committed to diversity and inclusion:

"All SAU faculty and staff demonstrate a commitment to inclusion and diversity of the University community and excellence in interpersonal behaviors and effective collaboration with colleagues."

Hiring procedures include the requirement that committees ask questions related to diversity and inclusion during the interview process and include information about diversity and inclusion in the committee's final hiring recommendations.

5. In May 2018, the Board of Trustees approved a strategic planning framework with eight goals, and selected four of those goals as priorities for the upcoming cycle. One of the goals selected as a priority for SAU was diversity:

Goal 3: Diversity

Create a campus community that is rich in diversity and inclusion and is supportive of all students, faculty, and staff

The University will be working on mission revision and a new strategic plan in 2023-2024.

6. The University will continue to explore the recent recruitment and retention data trends related to the COVID-19 pandemic (see analysis in the data section).

Office of Multicultural Affairs Goals relating to Minorities

1. To provide a nurturing environment for minority students.
2. To enhance retention and graduation rates among minority students.
3. To provide opportunities for multicultural growth.
4. To reach out to African-American alumni in order to establish a network of support for current African-American students.
5. To assist minority students in locating financial assistance.
6. To keep minority students abreast of University trends that affect graduation via 60+ meetings, written communications, etc.
7. To meet with freshmen students in Residence Halls weekly to discuss issues they may experience and assist with resolutions.
8. To act as a liaison for minority students and the University administration.
9. To communicate campus culture (i.e., student handbook) to entering freshmen as a proactive measure in preventing disciplinary suspensions.

Students (Summer II 2022 - Summer I 2023)

Black/African American	1,107
American Indian/Alaska Native	22
Asian	44
Hispanic/Latino	200
Multi-Racial	302
Nat Hawaiian/Pacific Islander	3
Non-Resident Alien	1,241
Unknown	10

African-American Beginning Freshmen Retention Rates

Cohort	SAU Total	African American
2002 Cohort	65.19%	74.32%
2003 Cohort	62.87%	68.42%
2004 Cohort	63.68%	61.88%
2005 Cohort	62.08%	54.55%
2006 Cohort	61.62%	71.79%
2007 Cohort	56.36%	53.85%
2008 Cohort	62.82%	62.92%
2009 Cohort	62.34%	62.28%
2010 Cohort	60.19%	59.70%
2011 Cohort	60.28%	55.26%
2012 Cohort	64.30%	55.70%
2013 Cohort	63.00%	53.42%
2014 Cohort	62.10%	55.50%
2015 Cohort	65.50%	65.30%
2016 Cohort	66.1%	62.00%
2017 Cohort	65.3%	58.1%
2018 Cohort	66.9%	61.7%
2019 Cohort	71.5%	71.3%
2020 Cohort	64.1%	53.5%
2021 Cohort	70.5%	68.2%

African-American Beginning Freshmen Graduation Rates

Cohort	SAU Total	African American
2002	31.97%	28.37%
2003	31.80%	24.34%
2004	34.15%	26.00%
2005	32.80%	23.08%
2006	34.50%	28.21%
2007	34.10%	20.10%
2008	36.05%	23.60%
2009	31.20%	23.35%
2010	34.21%	24.88%
2011	34.42%	22.63%
2012	37.71%	26.58%
2013	40.88%	24.38%
2014	40.34%	26.07%
2015	37.79%	28.03%
2016	38.65%	24.43%

Total Minority Faculty and Staff as of October 2022

Administrative Support	15
Advisor	3
Assistant Coach	4
Assistant Director	2
Assistant Professor	18
Assistant Registrar	1
Associate Dean of Students	1
Associate Professor	5
Coach	3
Counselor	3
Dean	1
Department Chairperson	2
Development/Advancement Administrator	1
Director of Academic Advising	1
Director of International Programs	1
Director of Student Aid	1
Equipment Operator	1
Financial Aid Analyst	1
Fiscal Support	2
Heavy Equipment Operator	1
Information Systems Analyst	2
Instructor	30
Network Analyst	1
Professor	4
Project/Program Administrator	5
Public Safety Officer	1
Skilled Tradesperson	1
Student Accounts Officer	1
Vice-President for Finance	1
TOTAL:	113

Full-Time Minority Faculty as of October 2022

Black/African American	16
American Indian/Alaska Native	0
Asian	12
Hispanic/Latino	2
Multi-Racial	0
Nat Hawaiian/Pacific Islander	0
Non-Resident Alien	7
Unknown	0

Adjunct Faculty as of October 2022

Black/African American	14
American Indian/Alaska Native	0
Asian	9
Hispanic/Latino	2
Multi-Racial	1
Nat Hawaiian/Pacific Islander	0
Non-Resident Alien	0
Unknown	0

New Minority Hires (July 1, 2022 – June 30, 2023)

Administrative Assistant	2
Administrative Assistant III	1
Administrative Specialist	1
Advisor	1
Assistant Coach	1
Assistant Director	1
Assistant Professor	7
Associate Professor	1
Cashier	1
Equipment Operator	1
Project/Program Administrator	2
Total:	19

Some observations and analyses of the most recent recruitment and retention data:

1. Last year, African American enrollments declined by 13.8% over the previous year, a phenomenon that we speculated was the result of the effects of the COVID-19 pandemic. This year, African American enrollments increased by 12.5%, recovering to 1,107.
2. The University's Hispanic/Latino and multi-race student populations continue to grow. This year, Hispanic/Latino enrollments increased by 14.9%, which multi-race enrollments increased by a more modest 3.3%.
3. Enrollments of non-resident aliens rose another 67.9% this year, once again almost entirely due to substantial enrollment growth in our Master's in Computer and Information Systems (MCIS).
4. Last year, we noted that the COVID-19 pandemic had a negative effect on retention rates for our 2020 cohort, driving overall retention to 64.1% and retention for African American students to 53.5%. We are pleased to note that we have once again recovered more of the pre-COVID gains that we made in this area. For our 2021 cohort, the retention rate for African American students rose to 68.2% and the gap between white and African American students decreased from 7.6% to 2.3%.
5. The University notes a decline in the six-year graduation rate for African American students in the 2016 cohort. Graduations rates may be considered a lagging indicator of academic performance, and we believe that this decline may be attributable to the disruptions caused by the COVID pandemic. Nevertheless, we will keep a close watch on this measure during the coming years.
6. The number of full-time African American faculty rose from 13 to 16 over the past year, and the overall number of minority full-time faculty increased from 30 to 37.

Multicultural Services Mission Statement

The Office of Multicultural Services is dedicated to providing and promoting cultural and educational enrichment opportunities that foster an environment conducive to multicultural growth. It recognizes that internal and external partnerships must be established to stimulate and institutionalize an awareness of, acknowledgment of, and appreciation for diversity among students, faculty, and staff. Further, the Office supports the students of color pursuit of educational and career goals by providing opportunities for intellectual, social, and moral development.

OFFICE of MULTICULTURAL SERVICES 2022/2023 ACTIVITIES and EVENTS

JULY 2022

- Co-hosted 2nd Annual Black Alumni Summer Getaway - Jamaica

AUGUST 2022

- Black Students Association Meeting
- Facilitated Diversity Sessions with Freshmen During Orientation

SEPTEMBER 2022

- Black Students Association Meeting
- Established Black Alumni Association (Black Alumni Connection)
- Sexual Assault Awareness Week Activities
- Black Students Association Meeting
- Facilitated True Colors Seminar
- Black Students Association Meeting
- Sister-To-Sister Meeting
- Diversity recruitment at College Fair in Dallas, Texas
- Facilitated True Colors Seminar
- Facilitated Civility Seminar with Freshman Seminar Class

OCTOBER 2022

- Black Alumni Connection Homecoming Meet and Greet
- Renamed Residence Hall after Dr. Kathleen Mallory (African American Faculty Member)
- BSA Meeting
- Diversity Student Recruitment
- Facilitated True Colors Seminar
- Collaborated with Rankin College of Business to Establish DEI Book Club
- Civility Session with Freshman Seminar Class

NOVEMBER 2022

- Sister-To-Sister Meeting
- BSA Meeting
- Met with Financial Literacy for Students (Mulerider \$ense) Committee
- BSA Meeting
- Met with College of Education Minority Recruitment, Retention & Completion Committee (RRC)
- Facilitated True Colors Seminar

JANUARY 2023

- Dr. Martin Luther King, Jr. Speaker – Jessica Yarbrough
- Sister-To-Sister Meeting
- Black Student Association Meeting
- Sister-To-Sister
- Prizm Meeting

FEBRUARY 2023

- BSA Meeting
- Sister-To-Sister Meeting
- BSA Meeting
- Sister-To-Sister Meeting
- Prizm Meeting
- Facilitated True Colors Seminar
- Met with Diversity Forum to Plan the Campus DEI Exhibit
- Met with RRC
- Mulerider \$ense Committee Meeting

MARCH 2023

- BSA Meeting
 - Sister-To-Sister Meeting
 - True Colors Seminar
 - Met with Black Alumni in Little Rock
 - Alternative Spring Break – Disney World
 - Met with SAU Alumni Association
 - Rankin College of Business DEI Book Club Meeting
-

APRIL 2023

- Hosted the Diversity Forum's Day of Celebrating Cultural Diversity, Equity and Inclusion
- BSA Meeting
- True Colors Seminar
- BSA Spring Banquet
- Facilitated Diversity Session with SAU School of Engineering
- Re-established Phi Beta Sigma, Fraternity
- Re-established Iota Phi Theta, Fraternity
- Re-established Sigma Gamma Rho, Sorority
- Celebrated Sigma Gamma Rho, Sorority Charter Day

MAY 2023

- Graduation

JUNE 2023

- JUNETEENTH Observation
- Pride Month Panel Discussion



Southern Arkansas University Tech
Minority Recruitment and Retention Annual Report
June 30, 2023

Southern Arkansas University Tech Minority Recruitment and Retention Annual Report - 2022

Number of minority students who currently attend the institution.

In the fall 2022 semester there were 422 minority students attending SAU Tech. The total fall 2022 headcount was 943. The table details the fall 2022 enrollment by race/ethnicity categories. (*Plan Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.*)

	Headcount Enrollment									
	Fall 2022		Fall 2021		Fall 2020		Fall 2019		Fall 2018	
American Indian/Alaska Native	1	0.1	1	0.10%	2	0.26%	3	0.27%	1	0.09%
Asian/Pacific Islander	1	0.1	2	0.20%	1	0.13%	3	0.27%	4	0.37%
Black (Non-Hispanic)	353	37.4%	385	39.13%	323	42%	394	35.75%	371	34.29%
Hispanic	59	6.3%	51	5.18%	31	4.04%	52	4.72%	49	4.53%
Native Hawaiian/Other Pacific Islander	0	0.0%	1	0.10%	0	0.00%	0	0.00%	0	0.00%
Unknown & Non-Resident Alien	8	0.8%	4	0.40	4	0.52%	4	0.36%	19	1.76%
White	472	50.1%	474	48.17%	343	44.60%	550	49.91%	566	52.31%
Two or More Races	49	5.2%	66	6.72%	65	8.45%	96	8.71%	72	6.65%
Total	943	100.00	984	100.00	769	100.00	1102	100.00%	1082	100.00%

Source: ADHE SIS File Submission/ IPEDS Fall Enrollment Survey Component

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

The table shows full time faculty and staff employed at SAU Tech as of the fall 2022 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2022									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	7	0	0	1	0	54	0	63
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	8	0	0	0	6	9	0	14
Management	0	8	0	0	0	0	12	0	20
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	2	0	3
Service	0	3	0	0	1	0	7	0	11
Office & Administrative Support	0	11	0	0	0	0	15	0	26
Natural Resources, Construction, & Maintenance	0	2	0	0	0	0	1	0	3
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	1
GRAND TOTAL	1	44	0	0	2	6	97	0	150

Source: IPEDS Human Resources Survey Component using SOC Cod Categories

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

The table shows full time faculty and staff employed at SAU Tech as of the fall 2021 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2021									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	6	0	0	1	1	50	0	59
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0		0	0
Student & Academic Affairs & Other Educational Services	0	6	0	0	0	0	7	0	13
Management	0	8	0	0	0	0	12	0	20
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media s	0	3	0	0	0	0	0	0	3
Service	0	3	0	0	1	0	7	0	11
Office & Administrative Support	0	13	0	0	0	0	17	0	30
Natural Resources, Construction, & Maintenance	0	2	0	0	0	0	1	0	3
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1	44	0	0	2	1	100	0	148

Source: IPEDS Human Resources Survey Component using SOC Cod Categories

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

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2020 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2020									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	7	0	0	1	0	48	0	57
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	8	0	0	0	5		0	13
Management	0	8	0	0	0	0	11	0	19
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	3	0	4
Service	0	5	0	0	1	0	7	0	13
Office & Administrative Support	0	14	0	0	0	0	14	0	28
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	4	0	4
Production, Transportation, & Material Moving	0	0	0	0	0	0		0	0
GRAND TOTAL	1	46	0	0	2	0	99	0	148

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2019 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2019									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	4	0	0	0	0	34	0	39
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	9	0	0	0	0	4	0	13
Management	0	7	0	0	0	0	8	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	3	0	4
Service	0	3	0	0	1	0	6	0	10
Office & Administrative Support	0	10	0	0	0	0	7	0	17
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	5
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1	37	0	0	1	0	74	0	113

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2018 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2018										
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Two or more races	Unknown	TOTAL
Full-Time Faculty	0	2	0	0	0	0	32	0	0	34
Librarians	0	0	0	0	0	0	1	0	0	1
Library Technicians	0	0	0	0	0	0	1	0	0	1
Student & Academic Affairs & Other Educational Services	0	6	0	0	0	0	8	1	0	15
Management	0	7	0	0	0	0	8	0	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	0	5
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	3	0	0	4
Service	0	5	0	0	1	0	6	0		12
Office & Administrative Support	0	8	0	0	0	0	7	0	0	15
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	0	5
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	0	1
GRAND TOTAL	0	33	0	0	1	0	76	1	0	111

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number of minority, by minority group, full-time faculty who currently work for the institution. (2022)

In the fall 2022 semester, there were **nine (9)** full-time minority faculty. The fall 2022 total full-time faculty was **59**. The table details full-time faculty by minority group. (*Plan Indicator to Determine Success #5 – Comparison of faculty subpopulations each fall.*)

Race	Southern Arkansas University Tech Full-Time Faculty									
	Fall 2022		Fall 2021		Fall 2020		Fall 2019		Fall 2018	
Non-Resident Alien	1	2%	1	2%	1	2%	1	3%	0	0%
Black Non-Hispanic	6	10%	7	11%	7	12%	4	10%	2	6%
American Indian/Alaskan Native	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	1	2%	0	0%	0	0%	0	0%	0	0%
Hispanic	1	2%	1	2%	1	2%	0	0%	0	0%
White, Non-Hispanic	50	84%	54	85%	48	84%	34	87%	32	94%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Total	59	100%	63	100%	57	100%	39	100%	34	100%

Source: IPEDS Human Resources Survey Component

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

In the fall 2022 semester, there were **2** minority adjuncts or part-time minority faculty. The fall 2022 total part-time or adjunct faculty was **20**. The table details part-time or adjunct faculty by minority group. (*Plan Indicator to Determine Success #5 – Comparison of faculty subpopulations each fall.*)

Race	Southern Arkansas University Tech Part-Time Faculty									
	Fall 22		Fall 2021		Fall 2020		Fall 2019		Fall 2017	
Non-Resident Alien	0	0%	0	0%	0	0%	0	0.0%	0	0.0%
Black Non-Hispanic	2	10%	3	12%	2	10%	4	20.0%	8	28.6%
American Indian/Alaskan Native	0	0%	0	0%	0	0%	0	0.0%	0	0.0%
Asian/Pacific Islander	0	0%	0	0%	0	0%	0	0.0%	0	0.0%
Hispanic	0	0%	0	0%	0	0%	1	5.0%	1	3.6%
White, Non-Hispanic	18	90%	22	88%	18	90%	15	75.0%	19	67.8%
Unknown	0	0%	0	0%	0	0%	0	0.0%	0	0.0%
Total	20	100.00%	25	100.00%	20	100.00%	20	100.00%	28	100.0%

Source: IPEDS Human Resources Survey Component

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

In the fall 2021 semester, there were 37 minority staff employed at SAU Tech. The fall 2021 staff employment for SAU Tech was 87. The table details staff by minority group. *(Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.)*

Southern Arkansas University Tech Staff Fall 2021									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	8	0	0	0	0	6	0	14
Management	0	8	0	0	0	0	12	0	20
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media	0	2	0	0	0	0	1	0	3
Service	0	3	0	0	1	0	7	0	11
Office & Administrative Support	0	11	0	0	0	0	15	0	26
Natural Resources, Construction, & Maintenance	0	2	0	0	0	0	1	0	3
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	37	0	0	1	0	49	0	87

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

In the fall 2020 semester, there were 39 minority staff employed at SAU Tech. The fall 2020 staff employment for SAU Tech was 91. The table details staff by minority group. *(Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.)*

Southern Arkansas University Tech Staff Fall 2020									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	8	0	0	0	0	5	0	13
Management	0	8	0	0	0	0	11	0	19
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	4
Service	0	5	0	0	1	0	7	0	13
Office & Administrative Support	0	14	0	0	0	0	14	0	28
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	4	0	4
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	39	0	0	0	0	51	0	91

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

In the fall 2019 semester, there were 33 minority staff employed at SAU Tech. The fall 2019 staff employment for SAU Tech was 74. The table details staff by minority group. *(Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.)*

Southern Arkansas University Tech Staff Fall 2019									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	9	0	0	0	0	4	0	13
Management	0	7	0	0	0	0	8	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	4
Service	0	3	0	0	1	0	6	0	10
Office & Administrative Support	0	10	0	0	0	0	7	0	17
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	5
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	33	0	0	1	0	40	0	74

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

In the fall 2018 semester, there were **32** minority staff employed at SAU Tech. The fall 2018 staff employment for SAU Tech was **77**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

Southern Arkansas University Tech Staff Fall 2018										
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Two or more races	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	0	1
Library Technicians	0	0	0	0	0	0	1	0	0	1
Student & Academic Affairs & Other Educational Services	0	6	0	0	0	0	8	1	0	15
Management	0	7	0	0	0	0	8	0	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	0	5
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	0	4
Service	0	5	0	0	1	0	6	0	0	12
Office & Administrative Support	0	8	0	0	0	0	7	0	0	15
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	0	5
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	0	1
GRAND TOTAL	0	31	0	0	1	0	44	1	0	77

Source: IPEDS Human Resources Survey Component using SOC Code Categories

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

In the fall 2017 semester, there were **26** minority staff employed at SAU Tech. The fall 2017 staff employment for SAU Tech was **79**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

Southern Arkansas University Tech Staff Fall 2017									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	2	0	0	0	0	10	0	12
Management	0	6	0	0	0	0	11	0	17
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	2	0	0	0	0	2	0	4
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	4
Service	0	4	0	0	1	0	5	2	12
Office & Administrative Support	0	9	0	0	0	0	8	0	17
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	7	0	7
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	1
GRAND TOTAL	0	25	0	0	1	0	51	2	79

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who began working at the institution in the past year. Between November 1, 2020 and October 31, 2021 there were 7 minority faculty and staff who began working at the institution, which represents 28% of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 20, 2020-October 21, 2021									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty		2	0	0	0	0	10	0	12
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	1	0	0	0	0	2	0	3
Management	0	1	0	0	0	0	0	0	1
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	1	0	0	0	0	0	0	1
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	0	0	0	0	0	2	0	2
Office & Administrative Support	0	2	0	0	0	0	3	0	5
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	1	0	1
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	6	0	0	1	0	18	0	25

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who began working at the institution in the past year. Between November 1, 2019 and October 31, 2020 there were 9 minority faculty and staff who began working at the institution, which represents 45% of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2019-October 31, 2020									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty		3	0	0	1	0	5	0	9
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	0	0	0	0	0	1	0	1
Management	0	1	0	0	0	0	0	0	1
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	1	0	0	0	0	1	0	2
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	1	0	0	0	0	2	0	3
Office & Administrative Support	0	2	0	0	0	0	1	0	3
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	1	0	1
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	8	0	0	1	0	11	0	20

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who began working at the institution in the past year. Between November 1, 2018 and October 31, 2019 there were **ten (10)** minority faculty and staff who began working at the institution, which represents **58.8%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2018-October 31, 2019									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	3	0	0	0	0	5	0	9
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	3	0	0	0	0	0	0	3
Management	0	0	0	0	0	0	0	0	0
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	0	0	0	0	0	0	0	0
Office & Administrative Support	0	3	0	0	0	0	2	0	5
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	0
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1	9	0	0	0	0	7	0	17

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who began working at the institution in the past year. Between November 1, 2017 and October 31, 2018 there were **eight (8)** minority faculty and staff who began working at the institution, which represents **50.0%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2017-October 31, 2018									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	2	0	0	0	0	3	0	5
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	3	0	0	0	0	4	0	7
Management	0	1	0	0	0	0	0	0	1
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	1	0	0	0	0	0	0	1
Office & Administrative Support	0	1	0	0	0	0	1	0	2
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	0
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	8	0	0	0	0	8	0	16

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who began working at the institution in the past year. Between November 1, 2016 and October 31, 2017 there were **four (4)** minority faculty and staff who began working at the institution, which represents **18.2%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2016-October 31, 2017									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	0	0	0	0	0	6	0	6
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	1	0	0	0	0	4	0	5
Management	0	0	0	0	0	0	2	0	2
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	1	0	1
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	1	0	1
Service	0	3	0	0	0	0	2	0	5
Office & Administrative Support	0	0	0	0	0	0	1	0	1
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	1	0	1
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	4	0	0	0	0	18	0	22

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Progress was made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. The ultimate goal of SAU Tech’s Minority Recruitment/Retention Plan is to increase, through recruitment and retention, the student, faculty, and staff minority representation to the respective proportion in the primary service area. Primarily, SAU Tech serves the south central Arkansas counties of Calhoun, Columbia, Dallas, and Ouachita. According to the U.S. Census Bureau, Census 2020, population diversity in this service area is composed of 58% White, 32% Black or African American, and 4% Other ethnic origins.

Minorities represent **45%** for the total completions for 2022-2023. This is an increase of 9.00% of minority completions than on last year. Also, minorities represent 44% of total headcount enrollment for 2022-2023.

In the fall semester 2022, the full time faculty consisted of 16.00% minorities, adjunct or part time faculty consisted of 10.00% minorities, and the staff consisted of 44.00% minorities.

Plan Indicator to Determine Success # 4 – Comparison of completion rates each spring.

Race	Graduated Student File by Race/Ethnicity									
	2022-2023		2021-2022		2020-2021		2019-2020		2018-2019	
American Indian/Alaska Native	1	.26%	2	0.40%	1	0.24%	5	0.69%	1	0.24%
Asian/Pacific Islander	0	0.0%	2	0.40%	1	0.24%	3	0.41%	1	0.24%
Black (Non-Hispanic)	148	37.95%	161	32.26%	108	25.71%	169	23.18%	108	25.71%
Hispanic	26	6.67%	20	4.00%	19	4.52%	32	4.39%	19	4.52%
Native Hawaiian	0	0.0%	1	0.40%	1	0.24%	0	0.00%	1	0.24%
Two or More Races	27	6.92%	18	3.60%	20	4.77%	40	5.49%	20	4.77%
Non-resident Alien	2	0.5%	3	0.60%	3	0.71%	2	0.27%	3	0.71%
Unknown	0	0	0	0.00	0	0.00	1	0.14%	0	0.00
White	186	47.70%	292	58.34%	267	63.57%	477	65.43%	267	63.57%
Total Graduates	390	100.00	499	100%	420	100%	729	100.00%	420	100%

NOTE: Academic Year 2022-2023 Graduated Student numbers are based on a file extraction from the Graduate File in our SIS platform as of June 1, 2023. These numbers could change since the academic year has not yet ended and there could be additional graduates from the Summer I 2023 term.

Strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives. The college will continue to work toward the current objectives and work to refine the methods being employed.

Include your timeline, budget, and methods used to assess and monitor progress. The college will continue to assess and monitor progress on an annual basis. There is not a budget specifically for minority recruitment and retention. Therefore, the budget for minority recruitment is dispersed throughout the college. All faculty and staff hiring is centralized to insure consistency in the recruitment process for all positions and this is overseen by the Vice Chancellor for Finance and Administration. The Vice Chancellor for Student Services monitors activities specifically geared toward the minority student population.

Plan Indicator to Determine Success #2 – Review of the Fall Student Satisfaction Survey.

Item	Spring 2023	
Size of Classes	N/A	N/A
Racial Harmony	N/A	N/A
Overall Impression		

N/A

Note: SAU Tech replaced the Student Satisfaction Survey with the Community College Survey of Student Engagement. This instrument was implemented in the Spring 2023 semester and we are waiting for the final results from the testing agency.



**MINORITY
RECRUITMENT AND RETENTION REPORT
2023**

**Submitted by
Dr. Stacy Pfluger
Provost**

June 30, 2023

1. **Number of minority students, by minority group, who currently attend the institution.** There were 696 minority students out of 838 enrolled in Southeast Arkansas College during the 2022 spring semester. This is a 15% decrease in the number of minority students enrolled from 2021SP. However, percentage-wise, it's a 3% increase in the percent of minority students from 2021SP to 2022SP, as the percentage of minority students increased from 81% in 2021SP to 83% in 2022SP.

Race/Ethnicity	# Enrolled
American Indian Or Alaskan Nat	3
Asian Or Pacific Islander	10
Black (non-Hispanic Origin)	515
Hispanic	145
Other	15
White	176
TOTAL	863

Enrollment Status	
FT Enrollment	31%
PT Enrollment	69%
Program Type	
Occupational/Technical Education	43%
General Education	57%
Gender	
Male	32%
Female	68%
Race/Ethnicity	
African American	60%
Hispanic/Latino	17%
White	20%
Other	3%
Age	
Average Age	29
Total Student Enrollment (Unduplicated)	863

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

<u>ADMINISTRATION - 3</u>		
President	Male	Two or More Races
Executive Director of Institutional Advancement	Female	Black or African American
Dean of Students	Female	Black or African American
Dean of Nursing and Allied Health	Female	Black or African American

<u>PROFESSIONAL - 13</u>		
Interim Director of Financial Aid	Female	Black or African American
Director, Childcare Center	Female	Black or African American
Business Manager	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Male	Black or African American
Career Coach – TANF	Female	Black or African American
Coordinator of Administrative Computing	Female	Black or African American
Computer Operations Coordinator	Male	Two or More Races
Community Resource Specialist	Female	Black or African American
Coordinator, Career Pathways Intake	Female	Black or African American
Coordinator, SNAP E&T	Female	Black or African American
Counselor - TRIO	Female	Black or African American
Director of Adult Education	Male	Black or African American
Director of Recruitment	Male	Black or African American
Director of Tutoring Central	Female	Black or African American
Director of TRIO	Male	Black or African American
Director of Workforce Development	Male	Black or African American
Education Career Counselor	Female	Black or African American
Registrar	Female	American Indian
Student Success Coach	Female	Black or African American

<u>FACULTY - 22</u>		
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	Male	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American

Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Adult Education	Female	Asian
Faculty/Adult Education	Female	Black or African American
Faculty/Adult Education	Male	Black or African American
Faculty/Technical Studies	Male	Black or African American
Faculty/Technical Studies	Male	Black or African American
Faculty/Special Instructor-Coordinator Early Childhood	Female	Black or African American

<u>STAFF - 33</u>		
Administrative Analyst	Female	Black or African American
Administrative Specialist II	Female	Black or African American
Administrative Specialist II	Female	Black or African American
Administrative Specialist II	Female	Black or African American
Administrative Specialist II	Female	Black or African American
Administrative Specialist II Development	Female	Black or African American
Budget Specialist	Female	Black or African American
Cashier	Female	Two or More Races
Custodial Supervisor	Male	Black or African American
Early Headstart Assistant Teacher	Female	Black or African American
Early Headstart Assistant Teacher	Female	Black or African American
Human Resources Specialist	Female	Black or African American
Institutional Services Assistant	Female	Black or African American
Institutional Services Assistant	Female	Black or African American
Library Support Assistant	Female	Black or African American
Library Technician II	Female	Black or African American
Maintenance Assistant	Male	Black or African American
Payroll Technician	Female	Black or African American
Project/Program Specialist	Male	Black or African American
Project/Program Specialist	Female	Black or African American
Shipping and Receiving Clerk	Female	Black or African American

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

ADJUNCT INSTRUCTORS- 26

GENDER	Black	Am. Indian	Asian	Hispanic	2 or more Races
Male	10	0	0	0	0
Female	16	0	0	0	0

Full-Time Employees

	American					Two or More	Total
	Asian	Indian	Black	Hispanic	White		
Faculty - Adjunct							
Female	0	0	16	1	12	0	29
Male	2	0	11	0	10	0	23
Faculty - Full-time							
Female	0	0	13	0	8	1	22
Male	0	0	4	1	9	0	14
Total Faculty							
Female	0	0	29	1	20	1	51
Male	2	0	15	1	19	0	27
Staff - Classified							
Female	0	1	16	0	16	0	33
Male	0	0	7	0	3	0	10
Staff - Non-Classified							
Female	1	0	12	0	8	0	21
Male	0	0	8	0	4	1	13
Total Staff							
Female	0	1	33	0	25	1	60
Male	0	0	10	0	11	2	23

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

There were 22 full-time minority faculty and staff members who began their employment with Southeast Arkansas College between July 1, 2022, and June 30, 2023.

The table below lists the positions that were filled with minority faculty and staff members hired in the past year

POSTION	NUMBER
Adjunct Faculty	12
Full-Time Faculty	8
Academic Specialist – TRIO	1
Administrative Analyst	1
Administrative Specialist II	3
Administrative Specialist III	2
Career Coach	2
Community Resource Specialist	1
Dean of Students	1
Institutional Services Assistant	2
Total	33

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Include any new strategies or activities that have been added for the upcoming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives. Include your timeline, budget, and methods used to assess and monitor progress.

Southeast Arkansas College (SEARK College) does not discriminate against any individual on the basis of race, color, sex, religion, national origin, age, or disability in making decisions regarding employment, student admission or other functions, operations or activities.

The College complies with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 (ADA). This document is Southeast Arkansas College's Affirmative Action Plan.

Southeast Arkansas College has made significant progress in recruiting minority students and faculty. As indicated in this report, our student body is made up of an increasing percentage of students from minority populations. The College strives to create an inclusive environment in which students, faculty, and staff from varied backgrounds and representing a variety of racial and ethnic groups can feel welcome. This is becoming even more paramount to the institution as the College focuses on improving retention and graduation rates through improving the quality of interactions students experience with faculty and staff members. Diversity is one of the College's core values. As an open enrollment institution, SEARK College is committed to a providing a learning environment that is supportive for all students. This commitment is reflected through the admissions process for students and the hiring process for faculty and staff.

Southeast Arkansas College will continue to assess the programs in place to recruit and retain minority students, faculty, and staff. The College provides opportunities for students to learn about different cultures and accepts international students. Through a combination of curricular and co-curricular activities, students have the opportunity to develop an understanding of cultures beyond their own. The College employs a Director of Leadership and Organizational Development who provides training for supervisory staff in areas related to leadership, emotional intelligence, and communication. As a result of continued training, supervisory staff,

including academic leaders, are expected to develop skills that help them become effective at leading and working with students, staff, and faculty members from a variety of backgrounds.

**University of Arkansas Community College at Batesville
Minority Recruitment and Retention 2022-2023 Annual Report**

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

Fall Semester Comparisons	# and % of Students Enrolled					
Minority Group	2020		2021		2022	
American Indian/Alaskan Native	6	.41%	8	.75%	9	.84%
Black	24	1.87%	25	2.34%	22	2.06%
Hispanic	95	5.92%	83	7.76%	85	7.95%
Asian	11	.65%	6	.56%	9	.84%
Hawaiian	1	0%	1	.09%	1	.09%
Multiple Races	91	5.35%	55	5.14%	60	5.61%
Total Minority Students	228	14.19%	178	16.65%	186	17.40%

Spring Semester Comparisons	# and % of Students Enrolled					
Minority Group	2021		2022		2023	
American Indian/Alaskan Native	5	.54%	7	.80%	7	.77%
Black	23	2.48%	15	1.71%	24	2.64%
Hispanic	73	7.86%	71	8.08%	80	8.79%
Asian	8	.86%	7	.80%	11	1.21%
Hawaiian	0	0.08%	0	0%	2	.22%
Multiple Races	66	7.10%	52	5.92%	48	5.27%
Total Minority Students	216	18.84%	152	17.29%	172	18.90%

During the Fall 2022 semester, 186 minority students were enrolled at UACCB. This is up 8 students from the total of 178 minority students enrolled in the Fall 2021 semester. Minority students comprised 17.40% of the total number of students enrolled in the Fall 2022 semester, a .75 percentage point increase from Fall 2021.

During the Spring 2023 semester, 172 minority students were enrolled at UACCB. This is up 20 students from the total of 152 minority students enrolled in the Spring 2022 semester. Minority students comprised 18.90% of the total number of students enrolled in the Spring 2023 semester, a 1.61 percentage point increase from Spring 2022.

According to U.S. Census Bureau data, the minority population of UACCB's service area (Independence, Sharp, Stone, and Cleburne Counties) is 4.46%. UACCB's Fall 2022 student body was 12.94% more diverse than the UACCB service area and the Spring 2023 student body was 14.44% more diverse than the UACCB service area, there is still much work to be accomplished in diversifying the student body of UACCB.

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

UACCB currently has 108 full-time employees, 51 adjunct instructors, and 35 part-time staff. Of that population, 14 employees are minorities. The percentage of minority employees is 7.21%, which exceeds UACCB's service area minority population of 4.46%. The following chart details the positions of current minority employees.

Employee Status	Position Title	Race/Ethnicity
Full-time	Counselor	American Indian/Alaskan Native
Full-time	Administrative Specialist	Asian
Sull-time	Director	Black
Full-time	Special Instructor/Trainer	Black
Full-time	Director	Two of More Races
Faculty (Full-time)	Faculty	Hispanic
Faculty (Full-time)	Faculty	American Indian/Alaskan Native
Faculty (Part-time)	Adjunct Faculty	Two or More Races
Faculty (part-time)	Adjunct Faculty	Two or More Races
Faculty (part-time)	Adjunct Faculty	Asian
Faculty (part-time)	Adjunct Faculty	Black
Faculty (part-time)	Adjunct Faculty	Hispanic
Staff (part-time)	Extra Help	American Indian/Alaskan Native
Staff (part-time)	Extra Help	Two or More Races

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

Minority Group	# of Full-Time Faculty		
	2020-2021	2021-2022	2022-2023
American Indian/Alaskan Native	1	1	1
Black	2	1	0
Hispanic	0	1	1
Asian	0	0	0
Multiple Races	1	0	0
Total Minority Full-time Faculty	4	3	2

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

Minority Group	# of Adjunct Faculty		
	2020-2021	2021-2022	2022-2023
American Indian/Alaskan Native	2	0	0
Black	1	1	1
Hispanic	0	1	1
Asian	1	1	1
Multiple Races	0	1	2
Total Minority Adjunct Faculty	4	4	5

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

For 2022-2023, the institution hired 1 full-time profession staff, 6 part-time faculty, and 4 part-time extra help employees in minority categories.

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

Institutional Goals from the UACCB Minority Recruitment 5-Year Plan 2022-2027

1.) UACCB's student body will be more diverse than the service area population.

Success Indicator: UACCB's minority student percentage of enrollment will surpass the percentage of minorities in its designated service area.

Progress:

UACCB's student body consisted of 17.40% minority students in the Fall 2022 semester and 18.90% minority students in the Spring 2023 semester. The minority population of UACCB's designated service area is 4.46% according to the 2020 Census. This goal was met.

2.) UACCB will take steps to aggressively recruit and retain Board of Visitors members who represent racial and gender diversity.

Success Indicator: The Board of Visitors membership includes individuals who represent diversity, with at least one member of the Board representing a racial minority.

Progress:

The Board of Visitors has minority representation for the 2022-2023 academic year. This goal was met.

- 3.) The College will aggressively pursue the hiring and/or promotion of applicants and employees who represent diversity.

Success Indicator: Applicants and subsequent employee body at UACCB reflects at least the level of racial diversity of its service area.

Progress:

The current percentage of employees who are minorities is 7.21%. Minorities currently comprise 4.46% of the population of UACCB's service area. This goal was met.

- 4.) UACCB will take a proactive stance on hiring racial minorities through the implementation of procedures to ensure that racial minorities are recruited, that qualified racial minorities are hired in faculty, supervisory, and staff positions, and that legal and ethical measures are taken to facilitate retention of those who are hired.

Success Indicator: Documentation of adherence to procedures in recruitment and hiring practices that ensures equity and fair treatment.

Progress:

Documentation in the Human Resources office indicates that employee recruitment and hiring processes and procedures were properly followed. UACCB advertises in wide reaching venues including the Arkansas Democrat-Gazette (daily newspaper with statewide reach), higheredjobs.com, and position specific advertising as deemed necessary for faculty and administrative positions to attract minority candidates. This goal was met.

- 5.) The College will assess all advisory committees and ensure that at least one minority representative is a member of each committee.

Success Indicator: Each advisory committee membership includes at least one minority.

Progress:

UACCB failed in obtaining minority representation on each advisory committee. UACCB will continue to assess advisory committee representatives and make an effort to recruit minority representation for each of its advisory committees.

- 6.) The Director of Admissions in coordination with the Vice Chancellor for Student Services will evaluate the effectiveness of marketing strategies and make recommendations for improvement of marketing efforts.

Success Indicator: Each year a survey of minority students will be conducted. Results will be analyzed to ensure that UACCB's marketing strategies and efforts have been received by prospective minority students. Suggestions and observations will be requested.

Progress:

During the 2022-2023 academic year UACCB contracted with Interact Communications, Inc. to conduct their Media Prefs media preference survey. The survey is intended to "help

discover what media are working... how best to reach and recruit students, and how to connect with current ones". A key feature for UACCB for this survey is that the responses were disaggregated by race/ethnicity allowing insight into how to best communicate with minority students. This goal was met.

7.) The status of diversity will be assessed and reported annually as prescribed in Act 1091 of 1999.

Success Indicator: The Minority Report is submitted to the Arkansas Department of Education each year.

Progress:

The 2022-2023 Minority Recruitment and Retention Annual Report has been submitted. This goal was met.

VII. Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

UACCB continues to make a concerted effort to recruit minority students. All recruiting and marketing materials are closely scrutinized to ensure minority representation appears in all printed materials.

The UACCB Student Government Association (SGA) held the following cultural events for 2022-2023 academic year:

- Constitution Day Celebration and free meals at the Grill 9/17/20 – approximately 40 attended to celebrate the Constitution and the civil liberties it provides. Voting rights were discussed and free, Constitution books were distributed.
- Hispanic Culture Celebration 10/12/22 - approximately 60 and 70 people participated on to learn about and celebrate the Hispanic culture and notable historic and present-day Hispanic/Latino persons.
- Black History Month Celebration 2/20 – 2/24/21 – approximately 50 and 30 people participated on respective days to celebrate the lives and contributions of notable, historic and present-day Black persons. The celebration included a lunch with a key note speaker and a panel to discuss the importance of black history and harmony.

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

Minority student recruitment progress will be evaluated after the census date when enrollment data for the Fall and Spring semesters is available, and a report will be developed assessing recruitment efforts. Evaluating progress after each term allows time to assess where efforts need to be focused on the development of the recruitment and marketing plan

for the upcoming year. Each racial/ethnic minority group as well as the aggregate numbers of minority students will be examined for growth in new students recruited and retained.

The budget for recruitment and retention related activities is listed below:

- 1.) Recruitment Budget Total \$178405.33
- 2.) Retention Related Budgets Total \$835,012
 - a. Tutoring Budget = \$145,743
 - b. Counseling & Career Services = \$56,558.40
 - c. Student Development = \$54,302.67
 - d. Scholarships = \$277,573.00
 - e. Academic Advising = \$300,834.94

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2023

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor

Progress toward Meeting the Goals of the Five-Year Plan

1. UACCM continues to be more successful in the recruitment and retention of minority students and staff than in the recruitment of minority faculty. The College sends faculty position announcements to historically black colleges and universities and to the Conway County Branch NAACP members and predominately black churches in the Middle Western District within the region to advertise the availability of faculty positions. The College's inability to attract qualified minority faculty may be attributed in part to neighboring institution's ability to offer more attractive financial rewards.
2. According to the 2021 U. S. Census estimates, the minority population of the College's service area was 19.2%. African Americans comprise 8.3% of the population and Hispanic 7.1%; other minority groups comprise 4.5%. The minority population of the student enrollment of UACCM for the fall 2022 semester was 29% African Americans comprised 8.4% of the enrollment; Hispanics 12.6% of the enrollment; other minority groups comprised 8.0% of the student enrollment. The enrollment for white students was 71% of the enrollment. The total percentage of minority students for fall 2021 was 26% and represents an increase of 1.8% above the fall 2020 percentage of 27.8%. The ethnic student population during fall 2021 was 26%, which is above the average rate of the ethnic population of the College's service area of 19.2%.
3. Minorities comprise 6% (6 of 97) of UACCM's full-time staff. Minorities comprise 2% (1 of 59) of UACCM's full-time faculty members. Minorities comprise 6% (2 of 31) of UACCM's part-time staff members for the 2022-2023 academic year. Minorities comprise 3% (1 of 29) of UACCM's adjunct faculty members (for Credit and Not for Credit). There are only 1 true adjunct on June 30, 2023. The 2 minority teach Not for Credit Adult Education courses. Employees in multiple positions not counted twice. Part-time hourly workforce/nursing/adult education instructors are counted into adjunct faculty. Total minorities employed as of June 30, 2023: 10 of 216 (5%).
4. UACCM continues its procedures for recruitment of minority faculty, which includes posting announcements of positions available with the Human Resources and Career Services offices at several historically Black universities in the region such as Gramling State University, including the University of Arkansas at Pine Bluff, Arkansas Baptist College, Shorter College, and Philander Smith College in Arkansas. UACCM also provides position announcements to Pulaski Technical College, Arkansas Tech University, University of Central Arkansas, and the Arkansas Workforce Center.
5. The College provides a variety of academic and student support services to assist students in being successful, including counseling services that include personal, educational, career, and

disability counseling, and the successful integration of three services into one department: the Academic Commons. The Academic Commons is made up of three high usage services that are located out of the classroom but support student success inside the classroom: Tutoring Services, the E. Allen Gordon Library, and the Science Study Lab.

Revisions to the Five-Year Plan

The fifth report of the current five-year plan was submitted to the Arkansas Department of Higher Education in June 2013. The goals and strategies will be reviewed regularly and the plan will be revised, when necessary.

1. Eleventh day student enrollment data (Fall-to-Fall comparison)

Table 1: Number of Minority Students Enrolled at UACCM

April 2023 Minority Report					
Total Enrollment Fall 2021 & Fall 2022					
Ethnicity	Fall 2021**	Percent of Enrollment	Fall 2022**	Percent of Enrollment	Percent of College Service Area*
Black, Non-Hispanic	147	7.5%	158	8.4%	8.3%
Hispanic	197	10.1%	238	12.6%	7.1%
Am. Indian/Alaska Native	4	0.2%	6	0.3%	Other groups comprise less than a combined 4.5% of population of the UACCM's service area.
Asian	13	0.7%	14	0.7%	
Hawaiian/Pacific Islander	0	0.0%	0	0.0%	
Two or More Races	96	4.9%	98	5.2%	
Non-Resident Alien	32	1.6%	30	1.6%	
Race Unknown (or refused to answer)	19	1.0%	4	0.2%	
White, Non-Hispanic	1,445	74.0%	1,340	71.0%	80.9%
Total Enrollment	1,953	100.0%	1,888	100.0%	100.7%

**Source: U.S. Census Data--2022 State and County Quick-Fact Data Note: "Hispanics may be of any race, so also are included in applicable race categories"; therefore, total may be more than 100%.*

**Source: ADHE Enrollment Submission Data for Fall 2021 & Fall 2022

2. Retention rate of minority students

Table 2: Retention Rate of Minority Students Compared to Student Population*

April 2023 Minority Report								
Fall to Fall Retention for Fall 2020 Cohort & Fall 2021 Cohort								
Ethnicity	Fall 2020 Cohort*	Percent of Cohort	# Fall 2020 Cohort Enrolled Fall 2021 or graduated by Fall 2021	Fall 2020 Cohort Retention Rate (Fall to Fall)	Fall 2021 Cohort*	Percent of Cohort	# Fall 2021 Cohort Enrolled Fall 2022 or graduated by Fall 2022	Fall 2021 Cohort Retention Rate (Fall to Fall)
Black, Non-Hispanic	21	5.4%	11	52.4%	23	5.9%	10	43.5%
Hispanic	47	12.1%	32	68.1%	49	12.6%	29	59.2%
Am. Indian/ Alaska Native	0	0.0%	-	-	1	0.3%	0	0.0%
Asian	2	0.5%	2	100.0%	1	0.3%	0	0.0%
Hawaiian/ Pacific Islander	1	0.3%	0	0.0%	0	0.0%	-	-
Two or More Races	30	7.7%	18	60.0%	14	3.6%	9	64.3%
Non-Resident Alien	5	1.3%	3	60.0%	8	2.1%	4	50.0%
Race Unknown (or refused to answer)	1	0.3%	1	100.0%	1	0.3%	0	0.0%
White, Non-Hispanic	281	72.4%	159	56.6%	293	75.1%	161	54.9%
Total Enrollment	388	100.0%	226	58.2%	390	100.0%	213	54.6%

*The "cohort" is defined as first-time, full-time, degree-seeking students.

Source: UACCM Department of Institutional Research and ADHE Enrollment Submission Data for Fall 2020, 2021, & 2022.

Table 3: Fall 2020 Cohort One-Year Vs Two-Year Retention

April 2023 Minority Report						
Fall 2020 Cohort One Year vs Two Year Retention						
Ethnicity	Fall 2020 Cohort*	Percent of Cohort	# Fall 2020 Cohort Enrolled Fall 2021 or graduated by Fall 2021	Fall 2020 Cohort Retention Rate (Fall to Fall)	# Fall 2020 Cohort Enrolled Fall 2022 or graduated by Fall 2022	Fall 2020 Cohort Retention Rate (two year)
Black, Non-Hispanic	21	5.4%	11	52.4%	7	33.3%
Hispanic	47	12.1%	32	68.1%	28	59.6%
Am. Indian/ Alaska Native	0	0.0%	-	-	-	-
Asian	2	0.5%	2	100.0%	2	100.0%
Hawaiian/ Pacific Islander	1	0.3%	0	0.0%	0	0.0%
Two or More Races	30	7.7%	18	60.0%	16	53.3%
Non-Resident Alien	5	1.3%	3	60.0%	3	60.0%
Race Unknown (or refused to answer)	1	0.3%	1	100.0%	1	100.0%
White, Non-Hispanic	281	72.4%	159	56.6%	148	52.7%
Total Enrollment	388	100.0%	226	58.2%	205	52.8%

*The "cohort" is defined as first-time, degree-seeking students.

Source: UACCM Department of Institutional Research and ADHE Submission Data for Fall 2020, 2021, & 2022

3. Analysis of student surveys regarding advertising in targeted media

UACCM conducted a media survey during the 2013-2014 school year to determine the reasons for attending UACCM, what factors influenced the students' decision to attend UACCM, where they recalled hearing or reading about UACCM, and what media sources they use (newspapers read, radio stations listened to, television stations watched, and social media usage, etc.) We received 299 responses from students, with 15% of respondents classifying themselves as minority students. Results were used to help determine what media we can best use to reach prospective minority students and parents. In

In the Spring of 2021, we utilized the results of a Media Preferences Survey in collaboration with Interact Communications, a national marketing firm that focuses on two-year colleges. We have received the national results (324 completed surveys), which are stratified by demographics, and we conducted our local college survey fall 2020/spring 2021. These results help us refine our advertising decisions and get the maximum reach, opportunity, and value out of our advertising purchases.

The survey asked students about their media preferences and what they like to do with their free time. It provided critical information for marketing our college and programs in a more cost-effective manner and also helped target recruitment efforts for our programs.

4. Review of marketing and recruitment activities targeted toward members of the minority community

As the five-year plan is implemented, additional marketing activities will be targeted toward members of the minority community. In spring 2010, the Admissions Office and Financial Aid produced a Spanish translation of important UACCM information to better help students, and their families, understand what the College has to offer. Annually, the College offers the Perry and Addie Brown Scholarship to a minority high school graduate of Conway County.

2022-2023 Minority Recruitment Activities

1. Use a diverse student population in marketing materials and advertisements.
2. Website includes specific instructions for undocumented students, which is a high Hispanic population. http://www.uaccm.edu/enroll/admission/undocumented_admission.html
3. Application Booklet includes scholarship links for Non-U.S. Citizens (Page 19)
www.10000degrees.org/scholarships/outside-scholarships
https://www.mamasunidaslr.org/files/ugd/e90242_370368be5d9a4c099b220354568772af.pdf
4. Currently staffed with a diverse group of admissions counselors.
5. Spanish speaking admissions counselor.
 - a. Campus Tours offered in Spanish upon request.
 - b. Admissions Counseling offered in Spanish.
 - c. Recruitment materials developed in Spanish.

Chat with Frankye, Admissions Counselor

15 minutes

Admission counselors are available to answer questions related to admissions, applying for financial aid, academic programs offered, and more. You can chat in-person or via video chat, phone, email, or text.

Hablo Español! Aquí pueden hacer su cita para conectarse conmigo. Puedo responder preguntas por medio de correo electrónico, texto, llamada, e incluso por video-conferencia.

Estoy a sus órdenes!



6. Partner with local high schools to offer concurrent credit at a discounted rate. In Conway County, the local schools, UACCM, and School Counts split the cost of the tuition and fees for concurrent students. In many cases, high school students can enroll in either general education or technical and

professional courses at little to no cost to the student. Beginning Fall 2018, concurrent courses are offered on Morrilton High School's campus at no cost to the student. This has given students access to obtain concurrent credit who otherwise might not have been able to afford the opportunity.

7. The UACCM Secondary Career Center allows students in grades 10 through 12 to enrolled in approved technical and professional programs at no cost to the student. Tuition, Fees, and Supplies are paid by the Office of Skills Development. Beginning Fall 2021, Clarksville High School Satellite UACCM Career Center. Students have the opportunity to earn Nursing Assisting and Industrial Mechanics certifications through UACCM Career Center at Clarksville High School.
8. Use a diverse group of students for student panels at events such as large campus tours and the Information Session in the Spring.
9. Provide annual diversity training to the UACCM Student Ambassadors responsible for campus tours.
10. Obtain yearly Encoura's (formerly ACT|NRCCUA) contact list for underserved seniors in Arkansas.
11. Purchase Encoura (formerly ACT|NRCCUA) contact list for all juniors and seniors in our six-county area.
12. Recruitment at high school with high minority population:
 - a. Danville High School – approximately 52% minority students. Make several visits annually. Beginning Fall 2018, Danville High School pays \$50 per credit hour towards a student's tuition for those students who would like to enroll in concurrent courses at UACCM. They are also bussing the students to the UACCM campus.
 - b. Clarksville High School – approximately 51.8% minority students. Make several visits annually. Satellite UACCM Career Center.
 - c. Conway High School – approximately 49.7% minority students. Make several visits annually.
 - d. Dardanelle High School – approximately 41.5% minority students. Make a high school visit to annually.
 - e. Russellville High School – approximately 39.3% minority students. Make several visits annually.
 - f. South Conway County School District (Morrilton High School) – approximately 34.6 % minority students. Make several visits annually. Beginning Fall 2016, South Conway County School District pays \$56 per credit hour towards a student's tuition for those students who would like to enroll in concurrent courses at UACCM.
 - g. Little Rock School District – approximately 80.6% minority students. Attend various college fairs/recruitment events at these schools.

Source: <https://adedata.arkansas.gov/statewide/ReportList/Districts/EnrollmentByRaceGradeLevel.aspx>

13. Offer the ACCUPLACER test for free two times per year at local high schools. During 2022-2023, the ACCUPLACER exam was administered at the following so that students who have difficulty coming to UACCM to test are provided that opportunity at their high schools.
 - Atkins High School
 - Bigelow High School
 - Clarksville High School (has a UACCM Accuplacer proctor on their campus)
 - Clinton High School
 - Conway High School
 - Danville High School
 - Dardanelle High School
 - Dover High School

- Greenbrier High School
 - Guy Perkins High School
 - Hector High School
 - Mayflower High School
 - Morrilton High School (has a UACCM Accuplacer proctor on their campus)
 - Mt. Vernon Enola High School
 - Nemo Vista High School
 - Perryville High School (has a UACCM Accuplacer proctor on their campus)
 - Pottsville High School
 - Russellville High School
 - Russellville Adult Education
 - Sacred Heart School
 - Shirley High School
 - South Side Bee Branch High School
 - Valley Christian School (Russellville)
 - Western Yell High School
14. Schedule regular visits at adult education centers within the six-county area.
 15. Continue to award GED scholarships to students who score of 640 or above.
 16. Continue to waive 3 credit hours to students who receive their GED and enroll at UACCM within one year of receiving their GED.
 17. In 2016 UACCM began offering a Non-Traditional Student Scholarship. Criteria for scholarship includes: First-time, returning, or transfer student; Separated from all regionally accredited institutions for at least the last three years; Cannot have attempted more than 30 credit hours at a regionally accredited institution; Independent student based upon the FAFSA; Admitted to UACCM seeking a degree or certificate. Award amounts are \$500 for students enrolled in 12 or more hours or \$250 for students enrolled in 6-11 credit hours.
 18. UACCM continues to offer Career Pathways to students enrolled in approved programs. This program assists students who qualify by being an Arkansas resident and below 250 percent of the federal poverty level. Other requirements include: one or more children under the age of 21, employment is an immediate goal upon graduation and must maintain a GPA of 2.0 or above.
 19. UACCM offers non-credit training such as Commercial Driver Training, Heavy Equipment Operator, and Underground Directional Drilling.
 20. Attended the following College Fairs that had a high minority student population in attendance:
 - a. River Valley Skilled Trade Expo which included 8th-12th grades from Russellville High School as well as students from surrounding schools. Approximately 3,000 in attendance.
 - b. FBLA-State Conference
 - c. FCCLA State Conference
 - d. FFA State Convention
 - e. SkillsUSA State Competition
 - f. Welding Expo (Little Rock – State Wide)
 - g. Annual EAST Conference
 - h. El Grito (Conway) - Laurel Park, Conway, AR - outdoor event. High Hispanic population in attendance with approximately 3,000 total in attendance.
 - i. Hispanic Heritage Month in the Valley (Dardanelle) – community event with high Hispanic population in attendance.

- j. Provide promotional materials to the Cradle Care program at Conway High School. The Mission of Cradle Care is “to help teens that become pregnant or have a child complete their education by supporting their academic and emotional needs as well as the developmental needs of their children.” Cradle Care typically has a very diverse student population.
- k. Worker Assistance Workshops.
- l. Spoke at the Mexican Consulate at Little Rock to students and parents needing of their service. Estimated about 300+ individuals at each of the presentations given. This was part of the Mexican Consulate’s program to invite “Allies in Arkansas”.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/ Objectives for Increasing Minority Faculty and Staff

1. Job fairs attended at predominantly minority institutions of higher education

In 2016, Admissions representatives attended the JAG (Jobs for America’s Graduates) Career and Education Fair at Conway Junior High. JAG is focused on helping at-risk students to graduate high school and transition into a career or further their education. Even though we have not spoken directly to a JAG class recently, we still see them in other classes when we make high school visits.

An admissions representative worked closely with an instructor from Russellville Adult Education Center who coordinates their GED program. However, due to COVID, she did not bring a group of ESL students to our campus this year.

Admissions representatives usually attend annually the Job Fairs; however, none of them attended job fairs in 2020 and 2021 because of the pandemic.

The UACCM Human Resources Department representative attended the Morrilton Job Fair held at the UACCM Workforce Training Center on July 22, 2021 and she also attended the Conway Business Expo held at the Expo Center on October 14, 2021 and May 11, 2022. The HR Analyst attended the Job Fair at the Russellville High School Gymnasium on April 10, 2023.

2. Review of job postings of faculty and staff position announcements to minority affairs offices at colleges and universities, including predominantly minority institutions

The Human Resource Department posts position announcements with the following historically African American institutions: Arkansas Baptist University, Philander Smith College and the University of Arkansas at Pine Bluff. Most position announcements are posted in the following newspapers: Log Cabin Democrat, Russellville Courier, Arkansas Democrat-Gazette, Petit Jean Country Headlight. Employment opportunities are also posted to the University of Arkansas System-wide employment page as well as the UACCM Facebook page.

Letters and emails have been written and sent to predominantly minority institutions and churches soliciting the recruitment of minority applicants. Emails are sent to minority organizations such as the state and local NAACP offices and Central Baptist College HR Department. The College will continue to search for new initiatives which will enhance the recruitment and retention of minority faculty and staff.

3. Mentor activities to insure adequate development of new employees.

The College provides orientation to all new employees. The Division Coordinators act as mentors for faculty and will assist with the development of minority faculty upon their employment. There is not a formal mentoring program for staff positions; however, individual supervisors and the Director of Human Resources assist with orientation to the College.

4. Number of diversity activities scheduled and attended each semester.

The Minority Recruitment and Retention Plan includes the formal scheduling of diversity activities. In the past, Black History month was observed by a display of artwork in the College's Library.

Due to recent changes in staff development, we now have an African American who is responsible for multicultural programs and assisting in the recruitment of minority faculty, staff, and students on campus. In the past few years during the month of February, we observed Black History by inviting three outstanding guest speakers to our campus: Senator Joyce Elliott; Dr. Walter Kimbrough, president of Philander Smith College; and Rev. Charles White, National Field Director and Director of Field Operations of the NAACP.

During the month of February 2012, Black History month was observed by inviting an outstanding English Professor Daniel Omotosho Black from Clark Atlanta University as our guest speaker. Omotosho is the founder of the Nzinga-Ndugu rites of passage (or initiation) society—a group whose focus is instilling principle and character in the lives of African-American youth. We also celebrate Black History by decorating bulletin boards and display windows.

On February 28, 2013, we celebrated Black History Month and invited Ms. Elizabeth Eckford of the Little Rock Nine and Dr. Sybil Jordan Hampton, president emeritus of the Winthrop Rockefeller Foundation. On February 6, 2014, we were fortunate to have Former Arkansas Razorback Head Coach Nolan Richardson. On February 5, 2015, the Philander Smith College Collegiate Choir and Chamber singers graced our campus under the direction of Dr. Jeff Parker. On February 1 through February 12, the Mosaic Templars Cultural Center Dunbar Exhibit was on display in the UACCM Student Union. Also, in celebration of Black History, the Foreign Tongues Poetry Troupe, by way of the Arkansas Arts Council, shared their love for poetry by making an appearance on February 18, 2016. On February 18, 2017, former Miss Arkansas Lencola Sullivan graced the stage on the UACCM campus in celebration of Black History Month. We were also fortunate to have Mrs. Raye Montague here for a free lecture on April 13, 2017. She is credited with creating the rough draft of the first U.S. Naval ship design using a computer. For Black History Month, Sydney Moncrief made a presentation on February 6, 2018 about "Achieving Greatness." Following that event, Fox 16 News Anchor Donna Terrell of Q-Impact, LLC graced the podium on March 27, 2018 as the speaker for Women's History Month.

In honor of Black History Month, the Committee hosted an inspiring event called "Talks, Thoughts, and Treats" speaker series. On February 13, 2020 our speaker for this event was Dr. Michael Bauer, Assistant Professor of Biomedical Informatics at the UAMS Myeloma Institute. He explained how he uses bioinformatics to research the genetics of myeloma, a cancer in the bone marrow. His presentation was amazing! The series continued with Women's History Month in March 2020 featuring our very own

Vice Chancellor for Academic Services Mrs. Diana Arn. Her presentation was captivating and the participation was great. We discontinued the speaker series due to COVID-19, but plans are to resume in the very near future.

On March 30, 2021, we resumed the “Talks, Thoughts, and Treats” speaker series. UACCM hosted prominent podcaster Adena J. White, a host and co-founder of the Blackbelt Voices podcast, who discussed her work sharing stories from the Southern Black Belt. This free event was held in the UACCM Fine Arts Auditorium and was open to the public. Following the event, guests were offered a “grab and go” lunch which was packaged in accordance with Ark. Dept. of Health regulations. Seating in the Fine Arts Auditorium was socially distanced, and facial coverings were required for attendees. A livestream was also available at the college’s Facebook page at the scheduled time.

In February 2022, we celebrated Black History Month featuring Dr. Carlene Canady who serves on many boards throughout Conway County. She is also the 2021 Morrilton Area Chamber of Commerce Outstanding Citizen of the Year. In February 2023, we celebrated Black History Month by having a “Sight and Sounds” Challenge which consisted of finding/discovering works of art and songs of Black artists. On March 10, 2022, we again celebrated Women’s History Month through our speaker series and Board of Visitors member Ms. Jasmine Wilson spoke to us about “Developing Resilience in a World of Change: Strategies for Shattering Glass Ceilings.” Boxed lunches were provided to all who attended. In March 2023, the Women's History Month Guest Speaker was Rhea Lana owner of Rhea Lana’s Children Consignments.

We also hosted a Cinco De Mayo event on May 5, 2021 with traditional Mexican folk and ballet movement by the Russellville Dance Group, a photo booth, arts and crafts, and a Puebla information station. Once again, we celebrated Cinco De Mayo on May 5, 2022 by decorating food carts and distributing breakfast items and healthy snacks throughout the day during finals. Cinco De Mayo was celebrated on May 5, 2023 with the Alejandra Reyes Dance Team and delicious Mexican snacks were served.

During the months of September and October, we celebrate National Hispanic Heritage by distributing trivia information. The Coordinator of Information and Public Relations and the Coordinator of Multicultural Affairs hosted an event for Native Americans on November 7, 2013 featuring John Two-Hawks, a Grammy and Emmy-nominated recording artist. In November 2014, Will Lang shared stories of his Cherokee and Osage heritage and he also played the flute. On November 17, 2015, the Diversity and Inclusion Committee hosted the Toltec Mounds Archeological State Park held in observance of Native American Heritage Month. Posters of different cultures were ordered and displayed around campus. On November 9, 2022, Lake Dardanelle State Park Interpreter Sasha Bowles was our guest speaker for Talks, Thoughts, and Treats speaker series celebrating Native American Heritage Month.

The Assistant to the Chancellor/Coordinator of Multicultural Affairs attended workshops on Diversity and Inclusion held at UCA on November 22, 2013, and ASU Jonesboro on April 7, 2014. She also attended the African Methodist Episcopal Leadership Convention/College Fair in Fort Smith in July 2014 where approximately 300 juniors and seniors from Arkansas and Oklahoma participated.

In August 2014, August 2015, January 2017, January 2018, January 2019, and January 2020 as a part of Welcome Week activities, the Multicultural Committee partnered with the Student Union and sponsored a Multicultural Meet-N-Greet event involving students and employees. This is our way of welcoming our students to campus for a great start to a great spring semester. Due to Covid-19 pandemic, we did

not host a Multicultural Meet-N-Greet in January 2021 nor in January 2022. Plans are being made to host this event in September 2023.

The Conway County Branch NAACP sponsors an annual Dr. Martin Luther King Parade in downtown Morrilton, Arkansas followed by a Commemorative program held at the Morrilton Multipurpose Building. After nine years, these events are still ongoing and are supported by the community as well as several area schools making this very successful.

UACCM partnered with the Families First of Conway County which is a program designed especially for minorities with hopes of helping them by providing an environment, information, and resources to help them meet their education needs.

Minority Recruitment and Retention Annual Reports

Number of minority students who currently attend the institution.

- Spring 2017 semester, 442 (24.5%) of the College's total enrollment of 1,797 students were minority.
- Fall 2017 semester, 471 (24.5%) of the College's total enrollment of 1,921 students were minority.
- Spring 2018 semester, 422 (25.2%) of the College's total enrollment of 1,675 students were minority.
- Fall 2018 semester, 481 (25.3%) of the College's total enrollment of 1,902 students were minority.
- Spring 2019 semester, 424 (25.5%) of the College's total enrollment of 1,663 students were minority.
- Fall 2019 semester, 484 (26.3%) of the College's total enrollment of 1,838 students were minority.
- Spring 2020 semester, 441 (27.3%) of the College's total enrollment of 1,612 students were minority.
- Fall 2020 semester, 511 (27.8%) of the College's total enrollment of 1,836 students were minority.
- Spring 2021 semester, 440 (27.3%) of the College's total enrollment of 1,613 students were minority.
- Fall 2021 semester, 508 (26.0%) of the College's total enrollment of 1,953 students were minority.
- Spring 2022 semester, 408 (25.4%) of the College's total enrollment of 1,607 students were minority.
- Fall 2022 semester, 548 (29.0%) of the College's total enrollment of 1,888 students were minority.
- Spring 2023 semester, 466 (27.9%) of the College's total enrollment of 1,665 students were minority.

FY23—UACCM Minority Report

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

- One—FT Assistant to the Chancellor
- Two—FT Admissions Counselor
- One—FT Maintenance Assistant
- One—FT Career Pathways Facilitator
- One—FT Custodian
- One—FT Faculty
- One—Part-Time Faculty
- One—Part-Time Adult Education Administrative Assistant
- One—Part-Time Financial Aid Administrative Assistant

Number and position title of minority faculty and staff who worked in FY23 but left before June.

- Two—FT Custodian
- Five—Work Study Program
- One—Part-Time Faculty
- One—Part-Time Library Technician

During FY 2019-2020: Ten minority faculty/staff members were employed (7 FT/ 1 PT/ 2 adjunct)

During FY 2020-2021: Eight minority faculty/staff members were employed (5 FT/ 1 PT/ 2 adjunct)

During FY 2021-2022: Thirteen minority faculty/staff members were employed (5 FT/ 6 PT/ 2 adjunct)

During FY 2022-2023: Eighteen minority faculty/staff members were employed (8 FT/ 8 PT/ 2 adjunct)

Number and position title of minority faculty and staff who were hired at the institution in the past year.

New Minority Staff

- One Admissions Counselor
- One Custodian
- One Part-Time Financial Aid Administrative Assistant

Number of minority staff members who currently work for the institution = 8

***New Minority Faculty**

- N/A

Number of minority faculty members who currently work for the institution = 2

As of June 30, 2023, these are our statistics:

- Full-Time Staff: 6 of 97 are minorities (6%)
- Part-Time Staff: 2 of 31 are minorities (6%)
- Full-Time Faculty (For Credit and Not for Credit): 1 of 59 are minorities (2%)

- *Adjunct Faculty (For Credit and Not for Credit): 1 of 29 are minorities (3%)

Total Minorities Employed as of June 30, 2023: 10 of 216 (5%)

*Part-time hourly workforce/nursing/adult ed instructors are counted into adjunct faculty. Only 1 true “adjunct” instructor on June 30, 2023 is a minority. The one minority teach adjunct general education courses. Employees in multiple positions not counted twice.

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

- After many recruiting efforts, particularly faculty and staff, minimal progress has been made. After the committee reviewed the applications, it appeared that some of the applicants did not meet the necessary qualifications for the position in which they were applying.
- As for recruitment and retention of minority students, all minority student populations are stable or have a slight increase. To address this issue, a new Diversity and Inclusion Committee (formerly called the Multicultural Affairs Committee) has been created to develop possible ways, methods, and locations to attract and retain minority students. The committee’s focus is to increase diversity awareness to the campus through programs and events. This committee is made up of a very diverse group of staff and faculty members committed to this endeavor.

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

- Activities, coordinated by an African-American female, will be added to the plan for the coming year include multicultural programs and recruitment of minority faculty, staff, and students on campus.
- Beginning July 1, 2015, UACCM had a minority vendor for janitorial services; these services ended on June 30, 2017.
- Beginning Fall 2021 term, UACCM has a minority vendor for food services but has since then terminated the contract in July 2022.

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

- *See pages 14 and 15*

Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies

June 2020	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2020	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2021	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2021	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2022	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2022	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2023	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2023	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2024	Submit Annual Minority Recruitment and Retention Report to ADHE.

Fall 2024 Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.

Budget for Minority Recruitment and Retention Activities

The College will continue to utilize the annual budget, including the recruitment and advertising line items, to implement the Minority Recruitment and Retention Plan. As the College attempts to target minority audiences, advertising and promoting the educational and employment opportunities available at UACCM are now posted on our website at www.uaccm.edu, as well as our UACCM Facebook page.

Methods Used for Assessing and Monitoring the Effectiveness of Strategies and for Modifying the Plan

The College administration will review the annual progress report in meeting the goals and objectives of the Minority Recruitment and Retention Plan, the strategies used in implementing the Plan, and the results of the activities conducted as part of the Plan to determine the effectiveness of the strategies. Modifications will be made in the activities to enhance the College's ability to achieve the identified goals and objectives and increase the recruitment and retention numbers of minority students, faculty, and staff.

(ACA 6-61-122)

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2023

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor
newsome@uaccm.edu
501-977-2044

Please attach this form to the institution's annual report. General guidelines for the report can be found below:

1. Report the progress that has been made in achieving the goals included in your five-year plan. Address each goal relative to students, faculty and staff.
2. If there are any revisions or updates to the current five-year plan, please include them in this report. Be sure to clearly indicate any sections of the plan that have been revised.
3. Act 1091 of 1999 (ACA 6-61-122) requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable.
4. Submit two copies of the report. ADHE will forward one copy to the Interim House and Senate Education Committees.

University of Arkansas Rich Mountain
Minority Recruitment and Retention Annual Report
 June 30, 2023

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

The following is the Minority Recruitment and Retention annual report for UA Rich Mountain:

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

Fall Semester		
	2022	
	Count	% of Total
Hispanic or Latino Ethnicity	69	10%
Non-Hispanic Ethnicity		
American Indian or Alaska Native	15	2%
Asian	5	1%
Black or African American	9	1%
Native Hawaiian or Other Pacific Islander	2	0%
White	553	81%
Two or More Races	8	1%
Unknown	0	1%
Non-Resident Alien	18	3%
Total	679	100%

Spring Semester		
	2022	
	Count	% of Total
Hispanic or Latino Ethnicity	59	11%
Non-Hispanic Ethnicity		
American Indian or Alaska Native	16	3%
Asian	3	1%
Black or African American	7	2%
Native Hawaiian or Other Pacific Islander	1	0%
White	453	78%
Two or More Races	6	1%
Unknown	0	0%
Non-Resident Alien	16	3%
Total	561	100%

- Number and position title of minority faculty and staff who currently work for the institution
 - 3 Full-time Faculty positions: Physical Science/Chemistry Instructor
Biological Science Instructor
Mathematics
 - Adjunct coaching positions: (1) Soccer coach
- Number of minority full-time faculty, by minority group, who currently work for the institution.
 - 3 Full-time Faculty positions:
Physical Science/Chemistry Instructor, Asian
Biological Science Instructor, Asian
Mathematics, Black
- Number of minority adjunct faculty, by minority group, who currently work for the institution.
 - American Indian 1
 - Black
 - Hispanic 1

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

There were no new minority faculty hires this year.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff:

UA Rich Mountain advertises for and recruits faculty and staff in an effort to represent an expanding internationally diverse student body. Athletic programs have made it possible for the College to broaden its appeal to students and recruit students from various ethnic, religious, and cultural backgrounds. Our goal is to make the College appealing to all students by offering competitive academic, co-curricular, and extra-curricular programming.

- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

UARM hopes to increase overall student enrollment by five percent over the next Fall to Fall enrollment period. As we are in an isolated rural community, this enrollment is likely to come from outside of Arkansas.

UARM will increase the number of students from culturally diverse backgrounds by three percent in the next Fall to Fall enrollment period.

- Include your timeline, budget, and methods used to assess and monitor progress. We offer employment through the University of Arkansas system, regional advertisement and the Chronicle of Higher Education. Monitoring and assessing our faculty recruitment is an anecdotal process as we have so few openings on our campus. There is no separate budget or timeline for recruiting minority faculty and staff as we are consistently concerned with hiring quality employees. UA Rich Mountain is an equal opportunity employer and has made a sincere effort to recruit and employ minority faculty and staff to reflect our changing student demographic.

Submit your annual report electronically to academic.affairs@adhe.edu by June 30.

University of Arkansas
Minority Recruitment & Retention FY 23 Annual Report
Submitted June 30, 2023

The University of Arkansas, Fayetteville (U of A) is dedicated to developing a diverse community of faculty, staff, and students. Moreover, the U of A is committed to enhancing and institutionalizing a campus culture that is supportive of diversity, equity, inclusion, and a campus climate that enhances the inclusion and retention of the University employee community and the successful matriculation to graduation of our student community.

This annual report contains two main sections. Section I includes the tabulations of the results of minority faculty and staff recruitment and student enrollments as required under Legislative Act 1091 (1999). For the purposes of this plan, “minority” refers to African Americans, Hispanic Americans, Hawaiian/Pacific Islander, Asian Americans, Native Americans and two or more races. Section II includes an overview of the institutional goals and objectives related to the recruitment and retention of minority students, faculty and staff and the associated progress. Section II is divided into three sections. Section A. Includes the goals (along with the associated progress) set by Dr. Murphy-Erby, the Vice Chancellor for Diversity and Inclusion, who was hired in fall 2017. Dr. Murphy-Erby set these goals to govern her work towards the strategic actions specified in section B and includes the narrative overview of programs and initiatives that support recruitment and retention of minority students. Dr. Angela Mosley-Monts, Interim Vice Chancellor continued the goals as outlined by Dr. Murphy-Erby. Section C provides a recap of the primary strategic actions listed in the current five-year plan as specified by Act 1091, the associated metrics for measuring progress and the associated institutional progress report for this period. Section C also includes any new strategic actions for future years along with the associated

metrics used to determine progress and success for the new goals; this information, added for future years is color coded in blue. Color coded in green is any effort that the campus has achieved and therefore no longer requires attention. Lastly, section C includes highlighted progress for the report period specific to our campus strategic efforts/goals, research and externally funded efforts, and Ideals Institute. Section C concludes with an overview of our budget and the identification of other units that contribute in significant ways to our recruitment and retention efforts.

I. Numerical Data for This Report Period as Required by Act 1091

Diversity Initiatives (FY 2023)

Below are community and campus DEI sponsorships and programmatic initiatives the U of A supported between July 1, 2022, to June 30, 2023.

Black Business Expo (DEI and U of A Advancement)	\$ 5,000.00
Diversity, Equity, and Inclusion, Black Alumni Society, Latino Alumni Society, Armed Forces Alumni Society, and Native American – Belonging and Welcoming Tailgates	\$ 6,500.00
World Languages and Digital Humanities Studio	\$ 1,000.00
NWA C-Suite Table Sponsorship	\$ 1,000.00
Alumni Awards Celebration-Table Sponsorship	\$ 1,200.00
6 th Annual Gamma Eta Alumni Association Golf Tournament	\$ 1,500.00
Latino Alumni Society Event Sponsorship	\$ 2,500.00
Pride Alumni Society Sponsorship	\$ 2,500.00

Arkansas Alumni Association Volunteer Summit	\$ 500.00
AKA/TRF Celebrity Waiter Sponsorship	\$10,000.00
LULAC Sponsorship	\$10,000.00
Meritos Latinos	\$ 3,000.00
MLK Recommitment Banquet	\$ 4,000.00
Black Alumni Society 26 th Reunion Presenting Sponsor	\$7,500.00
Katalyst Foundation, Kappa Alpha Psi Fraternity	\$1,250.00
The Juke Joint Experience	\$5,250.00
Inspirational Chorale Student Support for Italy	\$3,700.00
Women in History Dinner	\$ 720.00
Black Italian Course Guest Speakers	\$1,500.00
Native American Heritage Month	\$1,000.00
Journalism Faculty Support for Ghana Study Abroad	\$2,560.00
Arkansas Scholastic Press Association Annual Convention (DEI and Advancement Divisions)	\$3,000.00
TOTAL	\$73,680

Between the fall 2021 and fall 2022, overall, the number of minority students attending the University of Arkansas increased. The following graph provides the details.

***MINORITY STUDENT ENROLLMENT**

ETHNICITY	FALL 2021	FALL 2022	% of Total 2022
Hispanic and any race	2,822	3,168	10.2%
American Indian	247	258	0.8%
Asian	801	857	2.8%
African American	1,371	1,408	4.6%
Hawaiian	33	35	0.1%
Two or More Races	1,288	1,375	4.4%
TOTAL	6,562	7,101	23.0%
Foreign (International)	1,179	1,144	3.7%
Ethnicity Not Available	423	463	1.5%

*(UA Office of Institutional Research)

Minority Faculty/Staff

For FY 23, the university hired 696 employees in both faculty and staff positions. Federally defined minorities accounted for 30.75% of these hires. Women comprised 55.46% of the new employees. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in 2022-2023, showing the total number of minority faculty and staff at the university by position and the total number minority full-time and adjunct faculty.

FACULTY/STAFF NEW HIRES (2022-2023)

<u>Ethnicity</u>	<u>2022</u>	<u>%</u>	<u>2023</u>	<u>%</u>
African American	54	9.85%	56	8.05%
American Indian	14	2.55%	25	3.59%
Asian	38	6.93%	51	7.33%
Hispanic	57	10.40%	79	11.35%
Native Hawaiian	1	0.18%	3	0.43%
Unknown	30	5.47%	43	6.18%
Caucasian	354	64.60%	439	63.07%
Totals	548	100.00%	696	100.00%

Gender Totals

Female	295	53.84%	386	55.46%
Male	253	46.16%	310	44.54%
Unknown	000	00.00%	000	00.00%
Totals	548	100.00%	696	100.00%

Minority Faculty/Staff by Position

Position	# of Employees
Project/Program Specialist	118
Assistant Professor	62
Institutional Services Assistant	68
Associate Professor	40
Instructor	42
Post-Doctoral Fellow	23
Research Associate	28
Academic Counselor	19
Professor	20

Project/Program Manager	20
Assistant Professor - WCOB	17
Skilled Tradesman	14
Student Development Specialist	19
Assistant Professor - Engineering	14
Project/Program Director	12
Senior Research Assistant	14
Associate Professor - Engineering	16
Administrative Specialist III	16
Professor - Engineering	9
Computer Support Specialist	8
HEI Program Coordinator	9
Administrative Support Supervisor	9
Administrative Specialist II	7
Lecturer	3
Associate Professor - WCOB	8
Coordinator of Housekeeping	5
Asst. Trainer	6
Administrative Analyst	9
Mental Health Clinician	7
Professor - WCOB	4
Teaching Associate	5
Professor - Law	4
Assistant Dean	4
Asst. Basketball Coach	3
Certified Nursing Assistant	3
Other	7
Fiscal Support Specialist	3
Sr. Project/Program Director	3
Institutional Services Supervisor	2
Fiscal Support Analyst	8
Senior Library Assistant	3
Public Safety Officer	3
Assistant Coach	3
Asst. Football Coach	4
Systems Specialist	2
Department Chairperson - Engineering	2
Development Specialist	1
HE Public Safety Commander I	3
Department Chairperson	5
Computer Support Technician	2
Distinguished Professor	4
Major Gift Development Officer	5
Scientific Research Technologist	2
Systems Analyst	2
University Professor	2

Library Supervisor	2
Assistant Librarian	1
Master Scientific Research Tech.	2
Computer Operator	2
Fiscal Support Manager	7
Administrative Specialist I	2
Registrar's Assistant	1
Assoc. Dir. of Athletics	2
Department Chairperson - WCOB	2
Physician - Health Center	1
Library Technician	2
University Professor - Engineering	2
HE Public Safety Commander III	2
Maintenance Supervisor	2
Asst. Dir. of Affirm Action	1
Development/Adv Specialist	5
Institutional Bus Driver	4
Instructional Designer	2
Skilled Trades Supervisor	2
Library Specialist	2
Associate Dean	1
Skilled Trades Helper	1
Assistant to the Dean	1
Conference Coordinator	1
Director of Outreach	1
Accountant II	1
Fiscal Support Supervisor	1
Occupational Safety Coordinator	1
Radio Dispatch Operator	1
Website Developer	1
Advanced Practice Nurse	1
Financial Aid Analyst	2
Software Support Specialist	1
Telecommunications Specialist	2
Vice Provost	1
Inventory Control Technician	1
Skilled Trades Foreman	1
Transit Operations Supervisor	1
Assoc. Director of Univ. Info. Tech.	1
Asst. Track Coach	1
Academic Advisor	2
Apprentice Tradesman	1
Human Resources Specialist	1
Medical Billing Specialist	1
Medical Records Technician	1
Medical Technologist	2

Public Safety/Security Officer	5
Senior Software Support Analyst	1
Sr. Associate Athletic Director	1
Buyer	1
Cashier	1
Computer Support Manager	1
Network Support Analyst	1
Distinguished Professor - Engineering	2
Exec. Associate Athletic Director	1
Licensed Practical Nurse	1
Marketing/Promotions Manager	1
Police Captain	1
Assistant Gymnastics Coach	1
Warehouse Manager	1
Assistant Softball Coach	1
Assoc. Dir. Of Executive Education	1
Asst. Vice Provost for Research	1
Commercial Graphic Artist	1
Assist. Vice Chanc for Advancement	1
Head Tennis Coach	1
Mental Health Professional I	1
Payroll Services Specialist	1
Security Analyst	1
Business Manager	1
Associate Registrar	3
Asst. Swimming Coach	1
Research Scientist	1
Coord. of Academic Space	1
Dean of Law	1
Assistant Tennis Coach	1
Dir. Business and Economic Research	1
Director of Affirmative Action	1
Defensive Coordinator	1
Financial Aid Specialist	2
Director of Institutional Research	1
Total	850

Minority Full-Time Faculty

Ethnicity	Number
African American	38
American Indian or Alaska Native	15

Asian	138
Hispanic	58
Native Hawaiian	00
Unknown	109
Total	358

Minority Adjunct Faculty

Ethnicity	Number
African American	05
American Indian or Alaska Native	07
Asian	12
Hispanic	16
Hawaiian or Other Pac. Isl.	00
Unknown	28
Total	68

Minority Faculty/Staff New Hires by Position

Position	Count
Academic Advisor	1
Academic Counselor	3
Administrative Analyst	3
Administrative Specialist II	2
Administrative Specialist III	7
Administrative Support Supervisor	4
Apprentice Tradesman	1
Assistant Coach	4
Assistant Professor	16
Assistant Professor - Engineering	3
Assistant Professor - WCOB	3
Associate Professor - Engineering	1
Assistant Football Coach	2
Assistant Tennis Coach	1
Certified Nursing Assistant	1
Defensive Coordinator	1

Departmental Chairperson	1
Development/Advancement Specialist	4
Director of Institutional Research	1
Director of University Relations	1
Financial Aid Analyst	1
Financial Aid Specialist	1
Fiscal Support Analyst	6
Fiscal Support Specialist	3
Fiscal Support Supervisor	1
Head Tennis Coach	1
HEI Program Coordinator	6
Human Resources Analyst	1
Human Resources Specialist	1
Institutional Bus Driver	2
Institutional Services Assistant	38
Institutional Services Supervisor	1
Instructional Designer	1
Instructor	9
Library Specialist	1
Major Gift Development Officer	2
Medical Records Technician	1
Mental Health Clinician	3
Mental Health Professional I	1
Network Support Analyst	1
Occupational Safety Coordinator	1
Pilot	1
Post-Doctoral Fellow	11
Project/Program Director	4
Project/Program Manager	3
Project/Program Specialist	30
Public Safety Officer	1
Public Safety/Security Officer	3
Radio Dispatch Operator	1
Research Associate	2
Security Officer Supervisor	1
Senior Research Assistant	4
Skilled Tradesman	1
Sr. Project/Program Director	1

Student Development Specialist	5
Teaching Associate	2
Telecommunications Specialist	4
Total	216

I. Progress Made in Meeting Institutional Goals and Objectives Related to Recruitment and Retention of Minority Students, Faculty and Staff for the previous five-year period 2018-2022.

This section reports on the University of Arkansas Fayetteville's progress in pursuing the goals and objectives elaborated in its original five-year, *Minority Recruitment and Retention Plan, 2011-2016*, that was filed with the Arkansas Department of Higher Education (ADHE) on June 29, 2011, and is updated on an annual basis. The following are specific indicators of this progress.

In 2016, Chancellor Steinmetz launched a goal-setting and strategic planning process to include overarching enrollment planning and the expectation that diversity become a quality indicator. Enriching Campus Diversity and Inclusion is one of the eight guiding priorities established by our campus and vetted by Chancellor Steinmetz and his Executive Committee in 2016. In the words of Chancellor Steinmetz,

Any educational institution that does not strive to reflect the complexity and diversity of our state, nation, and world is failing its students and failing its faculty. We believe that diversity should permeate the very fabric of the University of Arkansas. We will therefore work to diversify along many dimensions of our faculty, staff, and students, and create a welcoming and inclusive environment and atmosphere for all.

As such, it is expected that diversity and inclusion efforts are embedded throughout all aspects of our campus community and that the Office for Diversity and Inclusion serve as the lead in facilitating progress towards the U OF A diversity and inclusion goals and the goals set forth in the *Minority Recruitment and Retention Plan*.

In spring 2021, the Office for Diversity and Inclusion was elevated to a

division, and the name changed to incorporate this change along with an enhanced equity focus. The purpose of the Division of Diversity, Equity and Inclusion is to develop a strategic plan to meet the requirements of the Minority Recruitment and Retention Plan specified by Act 1091, to cultivate a more diverse and inclusive campus culture and climate, to oversee the plan, and to provide strategic leadership for the campus relative to DEI. In addition, the office is responsible for coordinating efforts that address challenges, inefficiencies, and areas for enhancement relative to diversity, inclusion, equity, and access. Furthermore, the office is responsible for ensuring U of A's evidence of a commitment to diversity and inclusion is obvious and clearly reflected throughout a strategic plan for diversity, equity, and inclusion. It is expected that the plan includes clear goals, effective strategies and actions, and the development and provision of resources and supports to advance the campus towards the goals set forth in the Minority Recruitment and Retention Plan and the U of A Diversity and Inclusion Strategic Plan. While the units that comprise the support initiatives and facilitate the programs that seek to enhance the university's ability to recruit and retain underrepresented students, faculty, and staff, do not report to the Office for Diversity and Inclusion; the office collaborates with the various units towards the shared diversity and inclusion goals.

On September 15, 2017, U of A hired Dr. Yvette Murphy-Erby as the Vice Provost for Diversity and Inclusion. Dr. Murphy-Erby is a professor of Social Work and has an extensive research and practice background relative to diversity and inclusion. To expand and reinforce the significance of diversity and inclusion to our campus goals, objectives, and progress, Dr. Murphy-Erby was promoted to Vice-Chancellor for Diversity and Inclusion, October 1, 2018.

A culture and climate reflecting diversity and inclusion is essential to achieving many positive outcomes, especially the recruitment and retention of minority students, faculty, and staff. As such, Dr. Murphy- Erby's primary charge is to move the U of A campus towards success in this priority area of enriching campus diversity and inclusion via strategic, coordinated, collaborative and inclusive efforts. To guide the work, Dr. Murphy-Erby established four main goals in fall 2017 to build a foundation for transformative change and to readying the U of A campus to move further in our efforts towards diversity and inclusion. Below presents an overview and discussion of the goals that Dr. Murphy-Erby established for the Office for Diversity and Inclusion in fall 2017.

- (1) Formulate and prepare to implement a process to engage the campus in developing a campus wide diversity and inclusion strategic plan that will include efforts to enhance the recruitment and retention of minority students, faculty, and staff.
 - a. A three-year campus diversity and Inclusion plan was completed in Spring 2019 and updated in Summer/fall 2020 in response to social unrest and increased call for enhanced DEI actions on campus and across the nation.
 - b. In Spring 2019, VC Murphy-Erby implemented a process that expects each campus unit to be associated with a DEI planning process that is specific to its unit or governing unit. The planning process included campus wide training on implicit bias and blind spots, an update of a training that is required for all members of search committees, an assessment guide and DEI unit planning guide, and trainings, technical assistance, and other strategic efforts to support the planning process. The planning process is implemented in two phases, the early adopters in phase I began their

planning process inspring 2019 and the remaining units began their planning process fall 2019. Initially, each year all units must turn in a report that includes an overview of progress, challenges and update their plans accordingly. Upon several years of annual progress, units are moved to a 2-year report cycle. The Division of DEI reviews all unit plans submitted and provides feedback to the units. In addition, the Division of DEI uses the review process to gain a sense of what campus activities are happening and what themes emerge regarding the need for campus wide resources, supports and strategic efforts.

(2) Gain campus and executive leadership support to move forward in planning and implementing an institute for diversity and inclusion. Such an institute is essential for multiple reasons. First, such an institute will enhance our campus infrastructure relative to diversity and inclusion thereby assisting to meet U of A's responsibility as a public land grant and flagship university to provide service and leadership for the state relative to diversity and inclusion. In addition, the institute will enhance the research, education, learning and professional development efforts at U OF A and across the state relative to diversity and inclusion and strengthen U of A's ability to secure funding to support diversity and inclusion efforts at U OF A and across the state.

a. The IDEALS Institute (Inclusion, Diversity, Equity, Access, Leadership and Strategic Supports) was approved by the U of A Board of Trustees in January 2019 and Arkansas Department of Higher Education in April 2019.

b. The Executive Director for the Institute was hired in May 2019 and three trainer/facilitators in August 2019 and an HEIC program

coordinator (office manager) began in spring 2020.

- c. The Institute received a \$200,000 grant from the Walmart NWA Giving Foundation to begin building and piloting aspects of IDEALS. The Institute launched in Fall 2019 and with a two-year 2.3M grant awarded in fall 2022 from the Walmart Foundation and the Walton Family Foundation, the Institute added 5 provisional employees to attain 9 full-time staff members.

(3) Devise and implement a process to enhance coordination and strategic communication on our campus relative to diversity and inclusion.

- a. Dr. Murphy-Erby identified two key areas that will enhance effectiveness and efficiency of U of A efforts relative to diversity and inclusion, strategic communication, and enhanced coordination. One step of the plan was to assess the current website, explore the sites of benchmark institutions and consult with experts on best and most effective practices for a dynamic website focused on diversity and inclusion. The assessment process yielded a plan to engage an undergraduate journalism and communication class during spring in a service-learning effort focused on assessing the website, exploring the sites of benchmark institutions, and making recommendations. The assessment also determined the need to engage graduate students, staff, faculty, and contracted professionals in redesigning the web page during the spring and summer of 2018. In terms of coordination, three principal areas of need were determined as initial start points. The first need was to facilitate regular communication among the many people on our campus that have some specific level of responsibility relative to diversity and inclusion leadership.

- b. A monthly diversity leaders' team was developed and

implemented in spring 2019. The diversity leaders' meetings include faculty and staff that have diversity and inclusion responsibilities as part of their job duties. The team includes approximately 56 members. The meetings enhance communication, coordination and facilitate discussion and problem solving of DEI needs and topics specific to our campus. Most of the meetings occur with 1-2 in person meetings occurring each academic year.

- c. Another need was for a process to reduce the ongoing challenge of major diversity and inclusion events on campus occurring at the same time and a way to organize, plan and communicate the events relative to central themes. In June 2021, the division of DEI hosted the first campus wide calendar planning meeting. The goal is to enhance collaboration and planning of DEI related events. It is expected that such efforts will lead to increased attendance at events, more effective and collaborative use of funding, and enhanced communication and promotional efforts. Additionally, the meeting also addresses effective and inclusive event planning. Resources and materials related to planning inclusive events are provided and strategies are discussed.
- d. An additional need was for a better way to coordinate requests to and within our campus community for sponsorships to support diversity and inclusion efforts such that U of A distributes funds to support diversity and inclusion in a manner that yields increased impact for the university and the various units. Several teams were formed during fall 17 to explore and propose solutions during the spring and summer of 18. In fall 2018 the Office for DEI assumed

responsibility for coordinating external DEI sponsorship efforts. This process is already resulting in the U of A receiving enhanced marketing recognition for its external DEI sponsorships and reduced marketing costs for individual units.

(4) Devise and implement a process to enhance coordination and efficiency of external sponsorship efforts and opportunities related to DEI.

a. In fall 2018 the U of A Office for Advancement provided a position and funding to the Office for DEI to have an assistant vice-chancellor that will focus on efforts specific to URM students, faculty staff resource groups and alumni societies and groups. In accordance with elevating the office to a division status in 2021, the incorporation of enhanced student efforts, the assistant vice chancellor position was promoted to an associate vice chancellor position in June 2021.

(5) Implement a collaborative process to apply for and receive grant dollars to facilitate strategic, diversity, equity, and inclusion efforts on our campus and across the state.

a. As a research-intensive university, U of A is committed to producing and consuming research relative to diversity and inclusion and to securing external funding to support diversity and inclusion efforts at U of A and across the state. In fall 17, the office for diversity and inclusion developed and filled a Sr. Research Fellow position and planned a Jr. Research Fellow position. The Jr. Research Fellow that will also receive mentorship from the Sr. Research Fellow will begin in spring 18.

(6) Create a sense of synergistic excitement about the work that lies ahead.

The Office for Diversity and Inclusion continues to achieve this goal by:

- delivering numerous presentations.
- engaging in numerous meetings with individuals, groups, units, and communities, from within and outside of the U of A campus community about diversity and inclusion and thoughts for moving the U of A campus forward.
- engaging faculty, staff, administrative leadership and students in collaborative team efforts and conversations, the campus continues to be successful in creating a synergistic excitement about the work that lies ahead.
- developing signed partnership agreements with minority serving undergraduate institutions.

B. Student: Recruitment/Retention Efforts

The Multicultural Center (MC) provides programs and resources to increase diversity in college access, attendance, and retention of underrepresented students. The MC's three primary functional areas are college access outreach, academic retention, and supportive and educational programming regarding culture, identity, and community.

The College Access Initiative (CAI) is an academic diversity outreach program designed to improve college readiness, college access, and college attendance among Arkansas students and focusing on communities underrepresented at the U of A. CAI provides academic programming in public

schools and communities statewide, serving students, families, and educators for the shared purpose of increasing educational attainment. The program provides free resources and instruction on topics such as the college admission processes, scholarships and financial aid, ACT preparation, and more. During the summer, CAI hosts multiple summer programs on the U of A campus, serving hundreds of junior high and high school students from across the state.

The Academic Enrichment Program is a comprehensive academic support program that provides participants with dedicated staff support, peer mentoring, and workshops and resources designed to improve academic and other skills critical to college success. This program encourages good study habits, time management, positive self-care, and the development of leadership skills to increase student success through the college experience. AEP is open to any student who desires or needs more support and dedicated guidance at the University of Arkansas. The multicultural center is also home to Freshman Commuter Student Success, a retention and support program for students who begin college at the UA as commuting students, and is the host of TRIO Student Support Services, a U.S. Department of Education-funded academic success program targeting first-generation and low-income students and students with disabilities. The center also maintains a robust partnership with the Office of

Student Success, collaborating on retention strategies and innovations and cohort-based learning programs.

In addition to academic outreach and retention programming, the multicultural center also focuses on culturally responsive programming and support for student identity communities and facilitates diversity education across campus. This area of the center has a director, five staff members, and five graduate assistants who serve as coordinators of programming supporting students of color, native and Indigenous students, Latinx students, LGBTQIA+ students, students of all genders, students of all faith communities, and other communities of experience and identity. The MC supports cultural heritage months, monthly cultural celebrations and other learning opportunities designed to increase inclusion and belonging and to help students celebrate and share their identity and experience. The center hosts and sponsors guest lectures and panel discussions to stimulate dialogue on social justice and civil rights issues of timely importance. The multicultural center is home to Safe Zone Allies and the Safe Zone Allies Student Network, comprising facilitated allyship education for staff and students wanting to learn to engage with support for the LGBTQIA+ community. The center also provides many other types of diversity and intercultural competence and sensitivity training for students and staff.

Beyond formal retention interventions and programming that nurtures inclusion and belonging, the multicultural center further enhances academic retention and student success through scholarship support. Over the last 10 years, the university has awarded its Razorback Bridge scholarship to up to 50 underrepresented students each year, allowing for 8 semesters of funding based on renewal criteria. In addition to university scholarships, successful fundraising efforts were made to establish a new program, the College Access Responsibility Endeavor (CARE). This scholarship is designed specifically to support students from Arkansas who demonstrate financial need and have achieved academic excellence. Students receiving Razorback Bridge and CARE scholarships are required to participate in AEP and as entering freshmen are encouraged to live on campus together in the Diversity Scholars Living Learning Community. This community provides additional levels of support to ensure that students are showing successful academic progress, experiencing enriching social activities, and building a powerful sense of campus community. Since 2013 the multicultural center has earned more than \$8 million in gifts and grants for diversity-centered scholarship and student success support, including the development of a comprehensive bridge and scholarship program serving first-generation college students from the Arkansas Delta with financial need.

The University hosts eight diversity-oriented college access and retention programs federally funded by the Department of Education primarily to serve first-generation and low-income students. Three Upward Bound programs together serve about 175 students with on-campus programming. Three Talent Search grants provide college readiness outreach to local public schools. Veterans Upward Bound serves veterans with college-going resources, and Student Support Services provides retention programming for students who are first-generation, low-income or who have disabilities. All programs collaborate meaningfully with campus departments, divisions, colleges, and schools.

C. Strategic Actions

Previous U of A Minority Recruitment and Retention Reports specified five strategic actions with associated metrics for the next five years. Listed below, are the five actions, outcomes, and metrics, followed by an overview of the progress made during this report period. While many of the actions require ongoing attention (those in black), green indicates that the campus has completed or achieved this action such that it requires no further action or attention. Blue indicates a new or amended/updated strategic action, metric, or outcomes.

1. **STRATEGIC ACTION: Recruit and select a Vice Provost for Diversity and Inclusion. Note, this role was promoted to the Vice Chancellor level in 2018 and in 2020, the role was moved from the Office of the Provost to the Office of the Chancellor.**
 - a. The primary role of the Vice Provost (now Vice Chancellor) for Diversity and Inclusion will be to clearly define, publicize, and implement an institutional commitment and strategic plan for

diversity. In doing so, the VC will work to create and sustain a climate in which respectful discussions of diversity are encouraged, acknowledged, and rewarded.

- b. In reaffirming the institution's commitment to equity and inclusion, the VC should collaborate with EOC and other campus leaders to develop and implement procedures for reporting bias motivated incidents and hate crimes.
- c. Active consideration of intersectionality of minoritized identities (identified as race, ethnicity, nationality, gender, sexual orientation, disability, socioeconomic status, spirituality, and faith) within the framework of privilege and oppression.
- d. The VC should be given the appropriate resources to help ensure a significant level of success in achieving this office's goals.
- e. Cultivate mutually beneficial campus partnerships.
- f. Coordinate and implement a departmental search-committee development plan to combat implicit bias.

OUTCOME:

The Vice Chancellor for Diversity and Inclusion should play a significant role in the advancement of efforts to create an inclusive, accessible, and welcoming culture on campus.

METRICS:

Coordinate Campus Conversations

- i. The VC will create a new webpage for the Office needs within **6 months** of appointment.
 - A. The webpage will reflect the missions of the Office of Diversity and Inclusion and the University.
- ii. The VC will have met with all college representatives within **3 months** of appointment.
- iii. The VC will establish an Advisory Committee reflective of faculty, staff, and students.
- iv. The VC will host inclusive focus groups that speak to the institutional diversity plan missions and goal.

2. ACTION: Establish accountability at every level

- a. Each unit will be associated with a diversity, equity, and inclusion

unit plan updated, submitted, and reviewed annually. The annual plan will specifically track and report progress in relation to diversity and inclusion. The college diversity plan should reflect the initiative of each departmental plan.

- b. The importance of awareness, relative to diversity, equity, and inclusion, cannot be overstated. Faculty and professional staff will report accomplishments about social equality, diversity, and global awareness in their teaching, scholarly activities, or engagement on annual reports.
- c. Supervisors should ensure employees receive DEI training and provide professional development opportunities for staff to enrich diversity, equity, and inclusion.
- d. Conduct a Campus Climate Study. This study should be repeated at least every 5 years with follow-up actions taken in targeted areas.
- e. Using higher education diversity campus climate scholarship, design, implement actions that lead to improved practice in the areas of (framework from Hurtado, Milem, Clayton-Pedersen, & Allen, 1999):
 - i. Historical legacy of inclusion/exclusion
 - ii. Psychological climate
 - iii. Structural diversity
 - iv. Behavioral dimension
 - v. Demonstrate actively addressing government/policy context and sociohistorical contexts outside of the immediate campus setting.

OUTCOME:

Increase the sense of accountability toward Diversity and Inclusion initiatives at every level.

METRICS:

- i. College Level Diversity Plans
 - a. Each college will implement a DEI unit plan. This plan shall be reviewed annually, initially, and then every two years once the report demonstrates sufficient progress on the initial plan.
 - b. Each diversity plan will be reviewed and registered with the Vice Chancellor for Diversity & Inclusion annually.

- c. Each college will designate a leader and/or coordinator for diversity initiatives.
 - d. All diversity plans will align with the goals and objectives as set by the VC for Diversity and Inclusion.
 - ii. Departmental Diversity Plan
 - a. Departmental diversity plans, which should be reflected in the college's plan, will be developed annually. This plan should be reviewed annually and address the following:
 - What school/unit goal(s) did you establish?
 - How have you advanced efforts to create an inclusive, accessible, and welcoming culture within your department on campus?
 - How have you created opportunities for ongoing professional development for staff to strengthen your capacity to meet diversity, equity, and inclusion goals?
 - How have you addressed recruitment and retention?
 - iii. Annual Resume Update (Brag Sheet)
 - a. Faculty will have the opportunity to report participation in diversity, equity, and inclusion efforts on annual resume updates (brag sheets). Faculty and staff are encouraged to include their contributions toward diversity in their teaching, research, and/or service-related activities, as appropriate.

3. **ACTION: Recruitment/Retention of diverse faculty**

- a. Individual academic units should address the following in their annual reports:
 - Mentorship for underrepresented faculty and staff
 - Evidence of the search committee diversity workshop completion
 - Institutional pipeline plan
 - Establish an informational onboarding process that will help in transition to a new community.
- b. The VC for Diversity and Inclusion, in collaboration with the Provost, will provide strategic hire funds to award academic units for opportunity hires. In April 2023, the strategic hire fund was permanently transferred to the Office of the Provost.
- c. Develop an institutional procedure for reporting bias motivated incidents and hate crimes.

- d. Update/create and advertise inclusive policy (non-discrimination policies and inclusive benefits for various minoritized groups).
- e. Provide resources for organizing and supporting Faculty and Staff Interest/Employee Impact Groups (IGs/RGs) based on social identities.
- f. Support and reward diversity related scholarship (additional grant money for conference attendance when disseminating scholarship too).
- g. Create a targeted engagement process for new faculty/staff.
 - i. Training opportunities on diversity issues at the U of A and in NWA
 - ii. Opportunities for social connections to increase sense of belonging and community.
- h. Partner with NWA community for resources and opportunities (including health, such as counseling, and inclusive services).
- i. Encourage units to actively recruit through diversity-focused professional groups such as professional associations identity-based listservs and job fairs.
- j. Developed a best practice search and hire of diverse faculty guide.

OUTCOME:

Increase the number of diverse faculty, staff, and student's institution-wide by developing and implementing curriculum, education, training, and other supportive resources to meet diversity competencies for faculty, staff, teaching assistants and students.

METRICS:

- i. Develop and provide "tool kit" for search committee.
- ii. Foster faculty-to-faculty mentorship program (this includes staff-to-staff mentorship programs).
- iii. Help individual units create a pathway for first generation and underrepresented students to progress through graduate school.
- iv. Provide funds for opportunity hires and retention.
- v. Strategies will (should) include plans for target hires and mentoring programs for those hires.

4. ACTION: Promote new scholarship and best practices that engages issues

of diversity, social justice, and equity

OUTCOME:

The VC for Diversity and Inclusion will develop an interdisciplinary community of scholars and practitioners from across the campus who contribute to the scholarship of social equity and who are competitive, relative to extramural funding.

METRICS:

- i. Establish Center for Equity and Inclusion. This has been updated to an Institute (The IDEALS Institute).
 - ii. Help emphasize and coordinate enhanced efforts for faculty doing research related to diversity in their field.
 - iii. Solicit extramural funding.
 - iv. Encourage academic units to review curriculums, providing evidence of appropriate social inequities, diversity, and global awareness.
 - v. Increase in research-related activities across all colleges, including competition funding.
 - vi. Create databases of potential internal and external outlets for research.
 - vii. Each academic unit will increase the sharing of research-related knowledge.
 - viii. The IDEALS Institute should contribute to the land grant mission by establishing public outreach programs.
 - ix. Obtain ADHE approval by fall 2019 to implement the institute.
5. **ACTION:** Support comprehensive internationalization of academic programs and partner with campus constituents to increase global awareness

OUTCOME: The VC for Diversity and Inclusion will work with various constituents on campus including the Dean of the Graduate School and the Dean of the Honors College, on promoting internationalization for the University of Arkansas.

METRICS:

- i. Support for partnerships (faculty led study abroad, faculty and staff exchanges, research partnerships, resource sharing, and international

partnerships).

ii. Departments should be encouraged to bring international speakers to campus.

iii. Encourage and recognize teaching, research, or service with international focus (Funding for projects and conference attendance/knowledge dissemination; Include international efforts in the new diversity brag sheet area too).

iv. Help develop and create exchange partnerships with specific international institutions.

Progress Specific to Strategic Efforts Between July 1, 2022, and May 31, 2023.

- The division collaborated with the Black Alumni Society, Latino Alumni Society, Pride Alumni Society, and Armed Forces Alumni Society as well as the Asian Pacific Americans, Armed Forces, Black, Disability, Indigenous, International, Latinx, and Lavender (LGBTQ+) Employee Impact Groups (formerly known as Employee Resource Groups) to host Razorback Home Games Tailgates at the Arkansas Alumni Association's Alumni Alley. This engagement was well received, well attended, and represents the second time that underrepresented groups have a presence in the prominent Arkansas Alumni Association's tailgate spaces in Alumni Alley.
- The division partnered with the Black Alumni Society to host the second annual golf tournament scholarship fundraiser. The division developed a DEI search and hire, best practices guide.
- The DEI Strategy team consisting of U of A Schools, Colleges, and Units, Associate and Assistant Deans continued to enhance coordination and drive implementation of DEI strategies embedded in campus wide programming, unit plans, and by creating a sense of belonging, welcoming, and inclusion campus wide.
- The division lead the process to develop and pilot a MWOB effort that included focus groups to determine what small MWOB see as barriers to serving as a U of A vendor. The pilot also included a vendor information session, and engagement of students and classes that resulted in 5 mini videos that provide a step-by-step guide for guiding MWOB through the vendor process and state registration. The MWOB project will now be funded through the procurement budget for FY24.
- The division developed a donor advisory board. The advisory board met twice virtually and once in person during FY23.

- The division and several college units hold regular DEI office hours.
- The division secured a \$50,000 endowed gift to support a scholarship to the African and African American Studies Program
- The division implemented several donor funds including a friend's fund.
- The division implemented the first DEI Quarterly Chancellor's Report. This report continued until May 2023.
- The division led a process to establish DEI dashboard for each of the colleges.
- The division hosted the first campus collaboration and calendaring retreat to promote better coordination and calendaring of events.
- The division collaborated with others to secure over 11M in externally funded grants to support DEI efforts and student fellowships.
- The division presented the first George Floyd Scholarship
- The Associate VC for DEI along with the Senior Outreach and Engagement Fellow, Associate Director for Diversity Recruitment, Enrollment Services and the Associate Director, Sam M. Walton College of Business developed virtual welcoming and belonging videos for incoming freshmen and transfer students for fall 2020 due to no in person visits during COVID 19. The videos remain on the diversity website during FY23.
- The Division of Diversity, Equity, and Inclusion supported faculty and staff members with travel and registration funds to participate in off campus learning opportunities.
- Campus participated in a DEI policy audit relative to tenure and promotion.
- During spring 2022, efforts to update the website began. These efforts were finished at the beginning of Spring 2023. The website serves as an essential tool for enhancing communication relative to our campus DEI efforts.
- The division established the DEI Strategy team in spring 2022. The DEI Strategy team consist of the lead DEI faculty/staff member for each of the colleges, enrollment services, the libraries, and the multicultural center. This team is charged with leading collective strategic efforts in support of our campus DEI priorities and strategies. This team consists of 14 members who attend monthly meetings.
- To facilitate communication about the collective impact of our campus DEI efforts, in spring 2022, the division implemented a quarterly report titled the Chancellor's DEI Impact Report that highlights few of the

DEI efforts for the quarter along with the related impact, outcomes, and outputs. DEI sponsored over 950 events and voluntary DEI trainings for faculty, staff, and students.

- Engagement and Outreach:
 - Invited Panel member: Engaging Conversations: Public Service Through Advocacy (Feb 2023) in Little Rock, AR, with Arkansas
 - Lighthouse Charter Schools (AFLS)
 - History of Blues, Gospel and Jazz at the Junk Joint Exhibit, Support of MLK Recommitment Celebration (ARSC)
 - MANRRS lunch with Dairy Farmers of America to learn about internship and career opportunities (March 2023) (AFLS)
 - Mentorship of Latinx on the Rise (LIB)
 - Palentine's Day Cake, February 14th, 200 Attendees / People Reached
 - UA Engage Spring Keynote, "Quiet Leadership" featuring Dr. Cynthia Nance (UA Engage) Attendance: 250
 - Diversity, Equity, and Inclusion Symposium on March 2nd and 3rd with Keynote speaker Dr. Fred Bonner II, from Prairie View A & M University (COEHP)
 - Multicultural Graduation Ceremonies during the months of December 2022 and May 2023 sponsored by VCID and the MC. Graduates, families, faculty, staff, alumni, and friends averaged 150 attendees for both ceremonies.
 - SEPA-funded Delta Steam Summer Camp recruitment of 6th graders from Reed Elementary School in Dumas, AR (VCID, ARSC)
 - Launched summer bridge program applications, Counselor Connections w/College Access Initiatives, Black History Month Trivia,
 - NABA panels, RSO IDEA Hot Topic
 - Black EIG, Latinx EIG, International Faculty EIG Meetings
 - The Division of Diversity, Equity and Inclusion sponsored the Phenomenal and Distinguished Faculty and Staff Award Luncheon honoring 20 individuals. Administrators, faculty, staff, and students attended the event. Attendance 120. Listed below are the honorees:
 - Dean Cynthia E. Nance
 - Dr. Anna Zajicek
 - Adrienne L. Gaines
 - Sarah Draine
 - Keukeu Abdullah
 - Ro Windwalker
 - Sally Ann Adams
 - Dr. A. Burcu Bayram
 - Cecilia Grossberger
 - Dean Tiffany R. Murphy
 - Dr. Lisa Corrigan
 - Tracy Deffebaugh
 - Vicky Lynn Hartwell
 - Dean Jill Wieber Lens

- Rifi Raindriati
 - Kim Harriman
 - Dr. Stephanie G. Adams
 - Dr. Takama Stratton-Brooks
 - Helene L. Wommack
 - Ella Lambey
 - International Employee Impact Group, Co-sponsored Faculty Luncheon Panel Participant-Dr. Angela Mosley-Monts, along with three other panelists - 30 attendees
 - Community Advisory Board: Engage NWA LGBTQIA + - Dr. Angela Mosley-Monts, representing U of A - 19 Attendees
 - LATINX Employee Impact Group hosted two Graduate events - 50 attendees.
 - Black Employees Impact Group Welcome to the University (Faculty and Staff) - 17 attendees
 - Black Employee Impact Group Celebrating Conversations in Color - 15 attendees.
 - DEI and TIAA Employee Impact Groups Training - 27 attendees
 - DEI and TIAA NWA Diversity, Equity, Inclusion and Access Advisory Board Training - 19 attendees
- From July 2022 to June 30, 2023, the division made a deliberate effort to highlight the extensive range of DEI initiatives on and off our campus. Adopting more transparency and accountability, we gathered data from the DEI strategy team members and presented quarterly reports known as the Chancellor's DEI Impact Report. Our quarterly Connections newsletter shared this impact, reaching approximately 17,000 internal and external stakeholders. By utilizing this platform, the Division highlights numerous endeavors and their positive effects on students, faculty, and staff. During this time, the Division underwent a comprehensive website redesign to simplify public-facing content and improve the user experience for students, parents, new staff, and faculty members. By streamlining the website's structure, optimizing navigation, and making information easily accessible, the division ensured that stakeholders could find relevant DEI resources and updates efficiently. To maintain effective communication, the Division continued bi-weekly DEI communication, reaching out to 650 campus DEI champions, ambassadors, diversity team members, and others interested in staying informed about DEI-related efforts and information. When Chancellor Robinson announced his three priority areas of research, student success, and becoming an employer of choice, we took proactive steps to align our efforts with these priorities. This involved conducting a thorough communication and programming audit

and reframing our initiatives internally and externally to reflect these three priority areas. By doing so, the Division aimed to ensure that the work directly supported the broader institutional goals set by the Chancellor.

- In Spring 2022, the ASPIRE Team prepared recommendations based on their two years of work resulting from the grant and presented them to the provost. The recommendations are designed to promote a more diverse campus. Dr. Marcia Shobe, IDEALS Institute Research Director, is the appointed project lead and a group of exceptional faculty, staff, and administrators were invited to join the Aspire/IChange Task Force. Per the Executive Summary prepared by Dr. Shobe: “The U of A is part of a national cohort of universities engaged in (a) diversifying STEM faculty, (b) preparing STEM faculty to engage in inclusive and effective teaching, research, and advising, and (c) engaging in transformation of the U of A culture to recognize and value inclusivity and diversity broadly”. Listed below are some initiatives from the Executive Summary focusing on FY23:
 - Recruitment:
 - Partner Hire Program: Connect with peer or aspirant networks that have a partner hire effort to gauge best practices.
 - Fall 2022 – Initiate “STEM Partner Hire” pilot project.
 - Immediate Hire Program: Dedicate to Diversity Hire funds each year to allow for 2-3 “immediate diversity STEM hires” to ensure we do not lose qualified prospective hires.
 - Fall 2022 – Initiate “STEM Immediate Hire” pilot project.
 - Cluster Hire Program: Establish a Cluster Hire support pool that is governed by an appointed oversight committee.
 - Fall 2022 – Initiate “STEM Partner Hire” pilot project.
 - Transition: Implement the Welcoming Teams Program for Staff to support transition to NWA and the U of A.
 - Start in Fall 2022 – 2024

Each strategy contains the following:

- Strategies to accomplish.
- Timeline for Implementation
- Who Will Execute?
- Measurements for Success/Outcomes
- Communication Plan – Strategic Messages to be Championed With...

Progress specific to Strategic Research and Externally Funded Grant Efforts

The Sr. Research Fellow and the VC for Diversity, Equity, and Inclusion, in collaboration with one another and/or others across campus and in the Northwest Arkansas community, continue to receive grant support and funding relative to diversity and inclusion. *(Note: This report only includes the names of the PI and the names of the Sr. Fellow and VC for Diversity and Inclusion; Co-PI(s) and Co- Investigators outside of the Office for Diversity and Inclusion are not listed).*

Continued/Current Awards:

Title: A Comprehensive Program to Stimulate STEM Training and Careers for Under- Represented Communities in Rural Arkansas

Source: NIH Science Education Partnership Award (SEPA) (R25)

Role: Tameka Bailey, PI (Co-PIs Drs. Shobe, Murphy-Erby, Daugherty)

Dates: August 2022-April 2027

Funds: \$1,245,035

Title: Scholarships for Disadvantaged Students (School of Social Work)

Source: Health Resources and Services Administration

Role: Marcia Shobe, PI (Co-PI Yvette Murphy-Erby, Co-I's Sara Collie, Ananda Rosa)

Dates: July 1, 2020 – June 30, 2025

Funds: \$2,740,000 [T08HP39295]

Title: Behavioral Health and Workforce Education and Training

Source: Health Resources and Services Administration

Role: Kristin Higgins, PI (Marcia Shobe, Co-Investigator)

Dates: July 1, 2021 – June 30, 2025

Funds: \$1,909,342 [MC142108]

Title: TRU Powered by IDEALS
Source: Walton Family Foundation and Walmart Foundation
Role: Dr. Elecia Smith and Ann Shelley, PIs
Dates: September 2021 – August 2023
Funds: \$2,300,000

Title: Behavioral Health and Workforce Education and Training
Source: Health Resources and Services Administration
Role: Shobe, Marcia, PI, (Co-PI – Yvette Murphy-Erby)
Dates: September 1, 2017 – August 31, 2022
Funds: \$1,847,706 [M01HP31350]

Title: University of Arkansas ADVANCE: Empowering Networked Groups for Arkansas Gender Equity
Source: National Science Foundation (NSF)
Role: PIs, Murphy-Erby & Morimoto, Key personnel Marcia Shobe
Dates: August 1, 2020-December 31, 2023
Funds: \$1,000,000

Title: Diversity, Equity, and Inclusion Professional Development Research and Consultation
Source: American Bar Foundation
Role: Marcia Shobe, PI (Co-PI – Dr. Elecia Smith)
Dates: April 1, 2021-July 1, 2023
Funds: \$109,149

Title: The Foundation for Food and Agricultural Research Seeding Solutions
Source: Food Waste Reduction at Scale: Catalyzing Innovative Solutions for Reducing Food Waste & Increasing Food Conservation in the National School Lunch Program.
Role: Marcia Shobe, PI (Co-PI – Melissa Terry)
Dates: January 1, 2022-December 31, 2024
Funds: \$500,000* *Funds were not accepted due to default on matching funds.*

Title: Building Capacity for the Design, Implementation and Evaluation of IDEALS Institute Training
Source: Walmart Foundation & Walton Family Foundation (\$50,000 each)
Role: Marcia Shobe, PI (Co-I – Dr. Elecia Smith)
Dates: October 1, 2020-September 30, 2022
Funds: \$100,000

Title: DEI - Employee Impact Groups
Source: TIAA Foundation
Role: Marcia Shobe, PI (Co-Investigator Angela Mosley-Monts)
Dates: May 2022 – June 2023
Funds: \$30,000

TOTAL: 11,281,232

Progress specific to IDEALS Institute Between June 1, 2022, and May 31, 2023.

Professional Development for Faculty, Staff, and Students

- IDEALS partnered with academic units such as the Graduate School and International Education (GSIE) and the History Department to discuss Culturally Relevant Classroom Management strategies.
- IDEALS provided 24 DEI professional development sessions to faculty and staff through Central Human Resources. Topics included Principles of DEI, Implicit Bias, Microaggressions, Equity, Sexuality and Gender Identity, and Gender Bias in the Workplace.
- IDEALS partnered with academic units (Graduate School and International Education, Fulbright College of Arts and Sciences, Walton College of Business, the UA Library, Human Environmental Sciences, UA Library) to provide over specialized professional development and facilitated conversations around DEI.
- IDEALS partnered with Global Campus to produce a set of five asynchronous sessions on DEI topics.
- For the National Day of Racial Healing, IDEALS offered a panel discussion entitled, “What Does Healing Mean” to the entire campus and community.
- As a part of the Truth and Racial Healing Center, IDEALS held monthly educational sessions with DEI Resident Assistants to build their DEI capacity.

Inclusive Practices

- IDEALS received a \$2.3M grant from Walmart and the Walton Family Foundation to support its TRU Powered by IDEALS initiative that is designed to help NWA nonprofits build their DEI capacity.
- The IDEALS Institute hired three new trainers and two new project management staff to support its TRU Powered by IDEALS initiative.
- Race/Gender Demographic Breakdown:
- Race/Ethnicity: 2 LatinX, 2 African American, 1 Caucasian

- Gender: 3 Female, 2 Male
- ii. Intentional inclusive practices:
 - IDEALS created a vetting process to hire simultaneous Spanish interpreters and translators for TRU UPLIFT participants.
 - IDEALS purchased interpretation headsets and equipment to facilitate access for Spanish-speakers.
 - IDEALS had all written TRU materials translated to Spanish for participant access.
 - Sourcing and hiring minoritized vendors for TRU program.
 - Meal variety to accommodate dietary needs.
 - Creation of TRUNWA platform to increase sense of belonging and collaboration.
 - Intentionally using facilities that enhance access for those with disabilities.
 - Using microphones to enhance accessibility at events.
 - Providing written materials in advance to enhance accessibility and engagement for those with disabilities.
 - Intentionally curating cohort membership to enhance diversity.

Campus Service

- IDEALS presented at the following academic conferences and served on the following panel discussions:
 - Chancellor’s Commission on Women; Women’s History Month Panel
 - Classification Compensation Taskforce
 - Student Mentoring
- IDEALS staff took part in the following campus committees and/or supported the following events:
 - Juneteenth Committee
 - Pride Parade
 - Hispanic Heritage Month Liberation

BUDGET: The U of A believes diversity, equity and inclusion and the specific focus on minority recruitment and retention must be incorporated into all aspects of our campus efforts and we have incorporated this perspective into our campus priorities. As such, each unit on campus contributes in several ways to providing fiscal and human capital support towards our recruitment and retention goals. As the lead coordinating unit, The Division for Diversity, Equity, and Inclusion has oversight for an annual operating budget (not including salaries) of \$82,000. The Division managed an annual strategic hire budget of \$200,000 plus fringe until April 2023. The strategic hire budget was

transferred to the Office of the Provost. The unit also consistently submits and receives external grants that provide additional funding support. In February 2023, during the report period the division received \$250,000 in one time funding. Given the need for enhanced efforts in response to the growth of social justice needs and concerns, the unit continues to request an increase in its annual operating budget.

Other units that make fiscally significant contributions to our campus recruitment and retention efforts include:

- The Division of Student Affairs (which includes the Multicultural Center for Education)
- The Division of Advancement
- The Academic Colleges/Schools/Libraries/ and the Graduate School and International Education
- The Global Campus
- Enrollment Services
- The Office of the Provost
- The Division of Business Affairs (which include HR and Procurement)
- The Division of Research

Minority Recruitment and Retention Report 2022-23

University of Arkansas - Fort Smith

June 30, 2023



INTRODUCTION

ACT 1091 of 1999 requires all state-supported colleges and universities in Arkansas to establish programs to enhance the retention and recruitment of minority students, faculty, and staff. Under the Act, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans. The Act requires each institution to prepare an annual progress report on the steps taken to achieve the goals of the institution's Five-Year Minority Retention Plan.

The mission of the University of Arkansas – Fort Smith is “UAFS empowers the social mobility of its students and the economic growth of the River Valley through exceptional educational opportunities and robust community partnerships.” Through exposure to a racially and ethnically diverse environment, students become further prepared to successfully engage in the global world in which we live. The educational support UAFS provides to minority students ensures that the University is a factor in enhancing the diverse and multicultural atmosphere of our service area. The retention and successful completion of minority students is critical to overall success of the University.

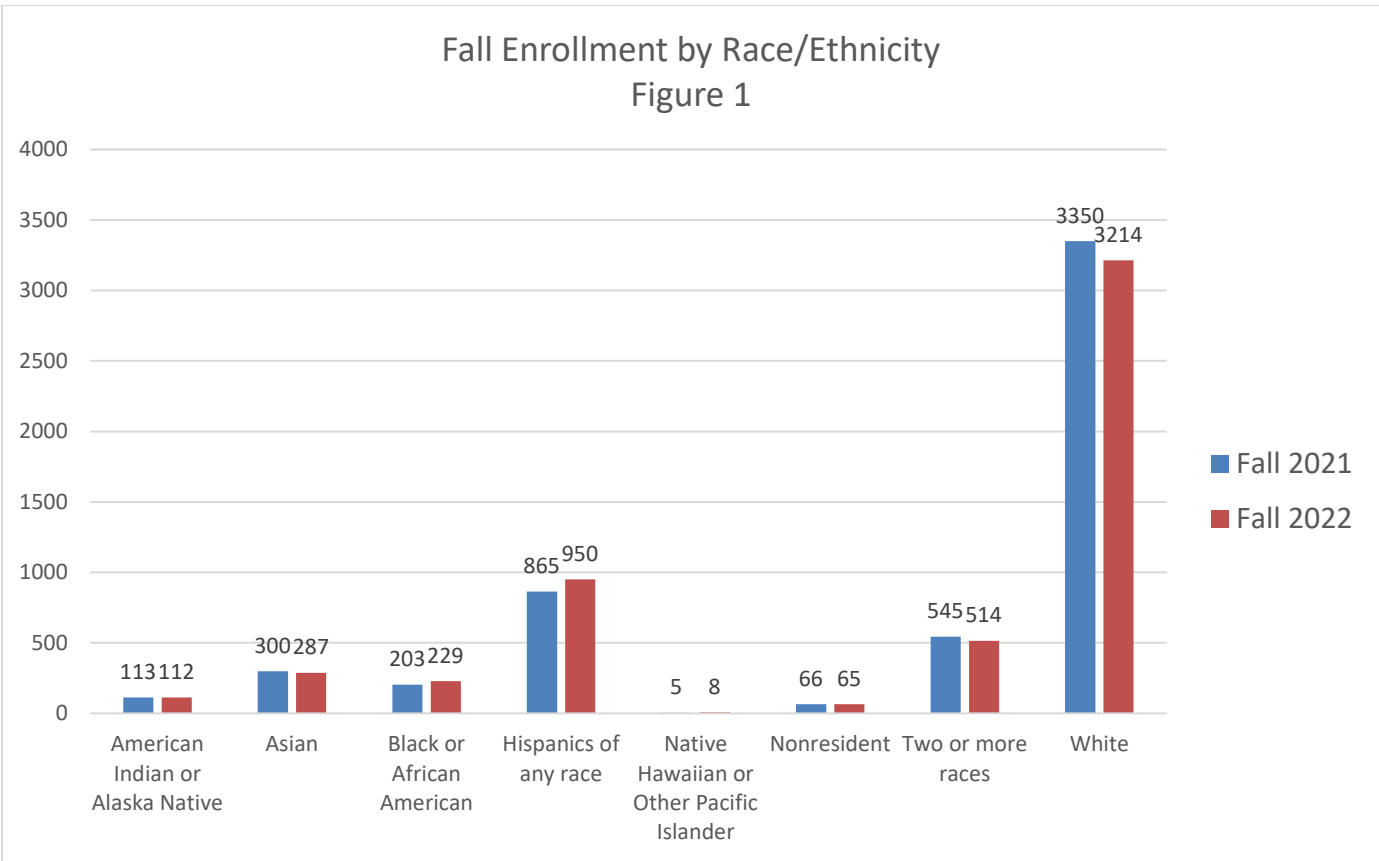
The following information demonstrates the University of Arkansas – Fort Smith's commitment to increasing the representation of minority students, faculty and staff in higher education and presents an overview of the status of diversity on the UAFS campus.

Student Retention

Overview

Total undergraduate census date enrollment for fall 2022 was **5,379** students. This number represents a **1.2 percent** decrease in total enrollment from fall 2021, however, minority enrollment has increased 3.45 percent during this period. In fall 2022, students who identified as minority made up 39 percent of the student body compared to 37 percent of the fall 2021.

Of the total headcount reported to ADHE for fall 2022, the American Indian population comprised 2 percent; the Asian population comprised 5 percent; the Hispanic population comprised 17 percent; the Black/African American population comprised 4 percent. {Figure 1}

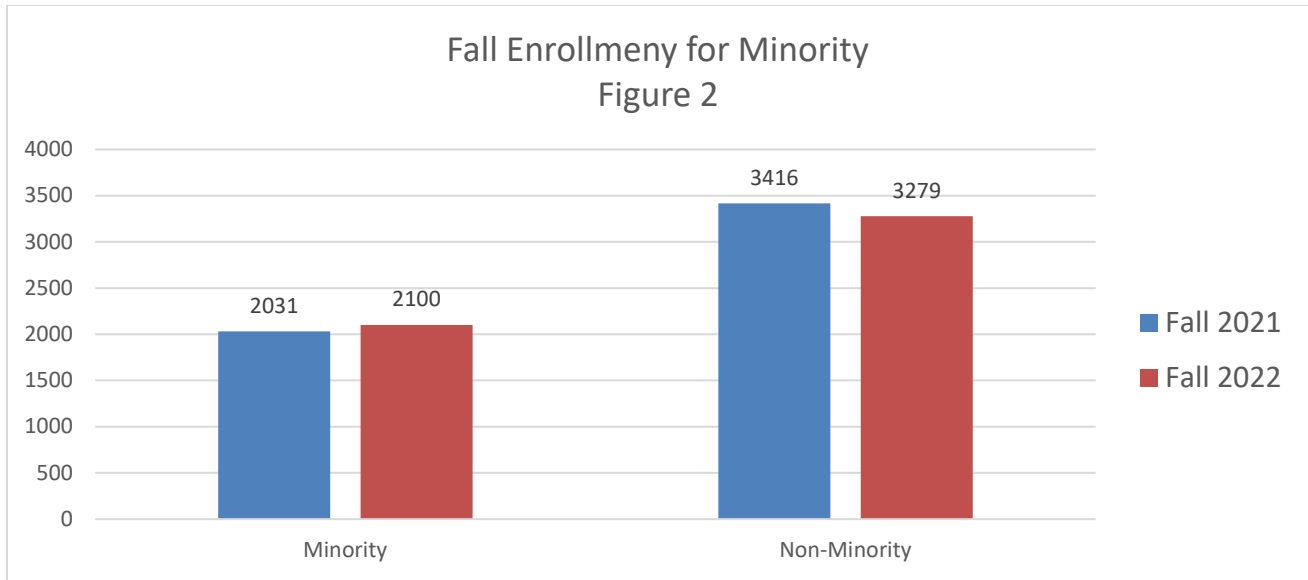


A new five-year plan was created in 2021, as the prior five-year Minority Retention plan had expired. However, it may still be useful to compare the prior enrollment numbers to those from fall 2021.

An overarching goal of the 2012-2017 Minority Plan (and past plans) was to obtain a minority enrollment percentage that reflects the minority population of our region. In This plan was extended to include 2019 and 2020 because of the COVID-19 impact on enrollment and overall university operations.

In 2021, the new plan established a Year One (FY 2021-2022) goal for “a baseline for African American, Hispanic (LatinX), Asian American, and American Indian populations.” The subsequent years, years two through five, would have a goal to increase enrollment in identified ethnically and culturally diverse populations by 2 percent each year.

In Fall of 2022, 2,100 minority students were enrolled at UAFS. {Figure 2}



Source: Office of Institutional Research & Strategic Planning

Minority Student Recruitment Efforts

UAFS has several ongoing recruitment initiatives. Both traditional and nontraditional minority students are sought through multiple channels.

The UAFS Admissions Office collected names of minority high school students from Arkansas and surrounding states through attendance at college fairs, high school visits, and the purchase of student names from Encoura. The Admissions Office also designed mailings to introduce students to the University, promote programs, and encourage prospective students to schedule a campus tour. Admissions, with Dr. Riley’s support, established a full-time bilingual recruiter who works in Northwest Arkansas, as a part of our strategy to become a Hispanic serving institution.

Though the university has an otherwise limited radio presence, radio advertisements have been purchased on the local Spanish speaking station. This spring, the university had a significant presence, recruiting and presenting, at a Northside High School event. Northside is the most diverse high school in our recruiting area. We now offer a tour webpage in Spanish and a Spanish-speaking tour option.

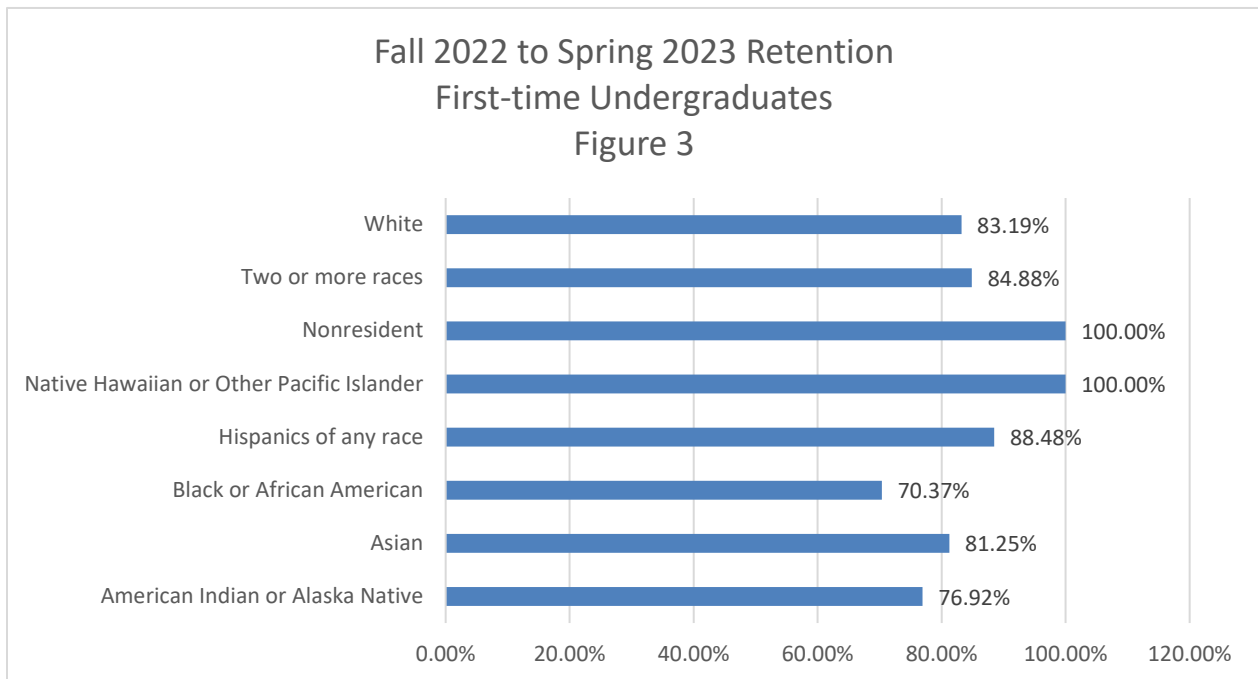
Our three current television commercials highlight the diversity of our campus, telling three students’ UAFS stories. Two of the three students highlighted are minority students, one is Hispanic origin and one is African American.

UAFS is also working on the development and support of several new programs. The Men of Excellence program (MOX) is helping to support and build leadership in young men, with emphasis on underrepresented populations. Ideal Women, a program to support and build leadership in young women, with an emphasis on underrepresented populations. There is a re-conception and establishment of a Black Student Alliance who are currently electing officers.

Minority Student Retention

UAFS is committed to student retention and success. In 2020-2021, 359 minority identified students received 461 awards. This number increased in 2021-2022 with 423 minority identified students receiving 526 awards.

Looking at the Fall 2022 to Spring 2023 retention numbers, 84% of first-time undergraduate students were retained. First-time undergraduate Asian students were retained at a 81% retention rate, Black students at 70%, Hispanic at 88%, Native Hawaiian at 100%, American Indian at 77%, and two or more races at 85%. {Figure 3}



Extensive efforts are in place to increase the retention rates for all student populations. These efforts include entry-level analyses as well as mid-course interventions designed to intercede with students before they withdraw from courses and/or college. UAFS continues to work toward

creating new initiatives and improving current efforts to retain these students. UAFS is creating awareness and integration programs to promote and educate cultural tolerance and social issues in the global world and to facilitate conversations on minority issues.

Student Retention Services

UAFS designed each of the services detailed below with an eye toward retention and how students may be encouraged to stay in school and graduate.

Recruitment: UAFS has a comprehensive recruitment plan designed for high school, adult, and returning students. Admissions staff makes presentations across the region at college fairs, individual high schools, and at area businesses and industries. Prospective students are encouraged to visit campus prior to their decision to determine whether UAFS is the right campus to begin a college career. UAFS staff maintains direct contact with prospective students through broad use of mail, telephone, and e-mail contacts. The University's website also plays a pivotal role in recruitment by providing an institutional face to prospective students.

NSO: UAFS requires all first-time students to complete a New-Student Orientation (NSO) where they learn about the resources available to them, including Web-based services. They receive degree plans and detailed information on where to find help for the various challenges they may face as new students. Evaluations of these NSO sessions indicate that students are finding the information valuable as they begin their college careers. Significant changes to the program were made this year to allow students to choose sessions they have interest in, and an enhanced program for parents was implemented.

Summer Bridge and MathUP: These programs are designed to assist students who place into developmental classes—Reading, Writing, and Mathematics. This target group is at extremely high risk because students often lack study skills as well as content skills. These students often have the ability to succeed if they can develop success strategies and become empowered to take control of their education. MathUP allows students to overcome math deficiencies in a self-paced, guided online learning environment. Launch for fall is a partnership between UAFS and the Adult Education Center to provide students non-credit course to better prepare for college level Mathematics and/or English.

Academic Success Center: The mission of the Gordon Kelley Academic Success Center (ASC) is to help students become independent and efficient learners so they are better equipped to meet the University's academic standards and successfully attain their own educational goals. Students are challenged to become actively involved in their own learning. The goal of the ASC is to provide all students an equal opportunity to succeed in college by maintaining a program of academic support services to address their educational needs. The ASC administers exams for all online courses and for ADA students with accommodations. The ASC provides tutoring for most courses. The focus is on helping students with learning the content, study strategies for a specific course, and students learning to study and learn from each other. Drop-in tutoring labs are available in the ASC for writing, math, chemistry, biology, macro/micro-economics, and operations management. Tutoring is available throughout the week to accommodate students' schedules as much as possible. The ASC is open sixty- five hours a week offering day, evening, and weekend hours. The drop-in tutoring labs also offer hours on Sunday. Some students need individualized assistance with learning how to effectively study for college-level courses. This year, the ASC launched Tutor.com, online access to free tutoring that is available whenever the student needs it. This resource has resulted in a dramatic increase in the number of students utilizing tutoring hours. The Guided Study Specialist, now titled an Academic Coach, works with students to design a plan for success. Topics include discovering their learning style, time- management skills, or finding a balance with the demands of college courses, family, work, and student activities. The ASC staff considers not only the student's academic background, preparation, and study habits, but also the specific challenges of the course content and the student's overall college experience.

Target Success Program offers additional assistance to students who have to repeat a developmental course. The program addresses reasons why students fail a course. The most common reasons for failure are excessive absences and lack of coursework completion. Students sign a contract that they will attend class regularly, complete all homework, meet weekly with the instructor or assigned mentor, and use other resources such as the Academic Success Center and faculty office hours. Students who participate in Target Success successfully complete their repeated courses at a much higher rate than students who choose not to participate.

Academic Early Alert Program is used by faculty and advisors to target students at high risk of academic failure. Faculty members who identify students in academic distress post a concern in the early alert system. A notification email regarding the concern is generated and sent to the

student and one to the student's advisors. Students are encouraged to visit with the faculty that posted the concern and/or their advisor to discuss taking the necessary steps to be successful in the class and at the institution.

Financial Aid Comprehensive financial planning is vital to college success. UAFS financial aid staff provides individual counseling to students and their parents to determine the grants, scholarships, and loans for which they qualify. The staff also conducts financial aid workshops throughout the region at high schools and community centers. All students receiving aid are monitored to verify their continued academic success. The financial aid office also provides FAFSA filing assistance events to the community throughout the year. Bilingual assistance is available during these events.

In addition, the financial aid office provides qualified students with a full range of student employment options on campus. Approximately 200 work-study positions are available for students to gain valuable real-world experiences while maintaining close ties with the University. UAFS believes students with on-campus jobs are more likely to be retained in future semesters than those with jobs off campus.

The university launched an online verification process in an effort to increase access and ease for students. ProVerify allows students to complete required verification forms online and works directly with the IRS to collect tax information, making the process easier for our students.

Student Activities Students are strongly encouraged to participate in a wide range of student activities, programs, and organizations. Many of these are tied to academic programs or have service requirements that aid the student in developing closer relationships on campus and ultimately aid in retention. These programs are designed to provide opportunities for social, cultural, and intellectual growth, while developing values and leadership characteristics in the participant. Additionally, Student Affairs has placed a programming emphasis on cultural awareness, celebrating cultural heritage during designated months each year.

Summary

The University remains committed to attracting, retaining, and graduating a strong minority population. During the last year, UAFS met each of the goals outlined in its Minority Recruitment Plan.

Employee Recruitment and Retention

Overview

The primary role of Human Resources is to support all University units in the accomplishment of their goals by facilitating recruitment, hiring, and retention of qualified faculty and staff to carry out the University's mission. As an institution, we hope to employ a diverse team of faculty and staff to better serve our student population and the community.

Employment Philosophy

UAFS's philosophy is based on the principle that the well-being of the university and the well-being of its employees are synonymous. The university is dedicated to the belief that its most valuable asset is its people. The University employs people in a nondiscriminatory manner, treating everyone with respect and dignity, applying policies and procedures in a fair, consistent, and equitable manner. UAFS is committed to work with, encourage, and aid its employees in realizing their full potential.

As an equal opportunity/affirmative action employer, the University is committed to providing equal employment opportunities for all applicants and employees with regard to recruitment, hiring, transfer, promotion, compensation, training, fringe benefits, and all other aspects of employment. Staff and faculty of all races, ethnicities, geographic origins, religions, cultures, socioeconomic classes, political perspectives, genders, gender identities, sexual orientations, ages, physical capabilities, veteran status, and intellectual proclivities are empowered to work together in an inclusive, multicultural campus community, contributing to the university's ability to examine issues from multiple unique perspectives.

Employee Recruitment

UAFS is an equal opportunity, affirmative action institution, dedicated to attracting and supporting diverse student, faculty, and staff populations. The University welcomes applications without regard to race, religion, color, sex (including pregnancy, gender identity, and sexual orientation), parental status, national origin, age, disability, family medical history or genetic information, political affiliation, military service, or other non-merit-based factors. Candidates must have proof of legal authority to work in the United States on the first day of employment. All

applicant information is subject to public disclosure under the Arkansas Freedom of Information Act.

UAFS recruitment efforts utilize several internet sites and routine advertising in the multi-state region, throughout the state of Arkansas, and nationwide, in an effort to draw from a more diverse population of applicants. Discipline specific publications are used to target professionals in specific fields. Minority applicants are actively sought through publications such as *Diverse Issues in Higher Education*, through specialized mailing lists such as the HigherEdJobs.com, Chronicle, and Higher Ed Jobs. The recruiting team works with departments to post select positions on job boards in the following list: American Association for Access, Journal of Blacks in Higher Education, Women in Higher Education, Higher Education DEI email, American Association for Access, Equity and Diversity, People of Color in Higher Education, Insight into Diversity, Hispanic Outlook, LGBT Higher Education website, ACUD. Org, Academic Diversity, and through local entities such as the military organizations, agencies offering rehabilitation services, and other special interest groups.

Employee Retention

Compensation & Employee Benefits – Working within boundaries established by state guidelines, UAFS strives to be competitive in order to attract and retain the best candidates. UAFS makes every attempt to offer faculty, staff, and administrative salaries that are comparable to like positions at similar institutions.

A competitive benefits program is crucial in recruiting efforts. As a member of the University of Arkansas System, UAFS is able to provide a comprehensive employee benefits package that is competitive with most local and regional employers. Plan highlights include self-insured health, dental, and vision insurance; long-term and short-term disability and life insurance; retirement benefits; a generous leave plan and holiday schedule; a University of Arkansas system-wide employee and dependent tuition discount program; as well as a number of optional voluntary benefit plans. The UAFS health plan premium structure is salary banded, allowing those at a lower level of the pay scale to pay less for health insurance. The UAFS retirement plan also provides up to a 10% employer contribution match.

New Employee Orientation – The University provides a first-day orientation for new employees to introduce them to the university community, make them aware of expectations, and

increase their sense of belonging from day one of employment. The new employee orientation is mandatory for all new full- and part-time employees including student workers.

During orientation, employees are introduced to the mission and vision of the institution. They receive training in the institution’s policies and procedures, sexual harassment prevention, Title IX, risk management, FERPA, FLSA compliance, and other important university topics.

Policies & Procedures – UAFS employees are provided with access to the Faculty and Staff Handbook at the onset of employment, which provides information about the institution’s policies and procedures related to employment, employee benefits, and programs and services available to faculty and staff.

Whenever disputes arise in which the law is unclear or inconsistent, the University tends to err on the side of the employee when possible, and, when doing so, in the best interest of the students and University. Employee retention is emphasized through alternative ways to resolve problems and grievances.

Exit Interviews - UAFS maintains an exit interview process that provides employees an opportunity to share reasons for leaving UAFS and to share ideas for improvement. When appropriate, information obtained through this process is used to address areas of concern, to pinpoint areas that need improved and, to strengthen future retention. A portion of the interview specifically focuses on the area of discrimination. This interview is the final effort on the part of the institution to attempt to identify reasons for turnover and work to encourage employee retention in the future.

Employee Data Summary

Full-Time Faculty: Total 202

By Rank and Minority Group

	Tenured Professor	Tenured Associate Professor	Tenured Assistant Professor	Professor	Associate Professor	Assistant Professor	Instructor
Hispanic/Latino	0	0	0	1	2	2	4
Asian	1	0	0	3	8	5	2
Native	0	0	0	0	0	0	0

Hawaiian/Pacific Islander							
Black	0	0	0	0	3	3	1
American Indian/Alaskan Native	0	0	0	2	1	4	8
Two or More Races	0	0	0	0	0	0	0
Totals	1	0	0	6	14	14	15

By Minority Group

Hispanic/Latino	9
Asian	19
Native Hawaiian/Pacific Islander	0
Black	7
American Indian/Alaskan Native	15
Two or More Races	0
Total Minority Faculty:	50

Part-Time Faculty: 105

By Minority Group

Hispanic/Latino	6
Asian	2
Native Hawaiian/Pacific Islander	0
Black	3
American Indian/Alaskan Native	7
Two or More Races	0
Total Minority Adjunct Faculty:	18

Full-Time Staff: Total 276

By Occupational Category and Minority Group

	Archivist, Curators, and Museum Technicians	Librarians and Media Collections Specialist	Library Technician	Student and Academic Affairs and Other Education Services Occupations
Hispanic/Latino	0	0	0	4
Asian	0	0	0	4
Native Hawaiian/Pacific Islander	0	0	0	0
Black	0	0	0	3
American Indian/Alaskan Native	0	0	1	4

Two or More Races	0	0	0	0
Totals:	0	0	1	15

	Management Occupation	Business, Financial Operation	Computer, Engineering, and Science	Community, Social Services, Legal, Arts, Designs, Entertainment, Sports, and Media	Healthcare Practitioners and Technical Occupations
Hispanic/Latino	1	1	0	0	0
Asian	2	1	1	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Black	3	0	0	3	0
American Indian/Alaskan Native	0	2	1	0	0
Two or More Races	0	0	0	0	0
Totals:	6	4	2	3	0

	Service Occupation	Sales and Related Occupation	Office and Administrative Support	Natural Resources, Construction, and Maintenance	Production, Transportation, and Material Moving
Hispanic/Latino	0	0	1	0	0
Asian	0	0	2	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Black	2	0	4	2	0
American Indian/Alaskan Native	0	0	2	1	0
Two or More Races	0	0	0	0	0
Totals:	2	0	9	3	0

By Minority Group

Hispanic/Latino	7
Asian	10
Native Hawaiian/Pacific Islander	0
Black	17
American Indian/Alaskan Native	11
Two or More Races	0

Total Minority Staff:	45
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Total New Hire Faculty: 17

By Rank and Minority Group

	Tenured	Professor	Associate Professor	Assistant Professor	Instructor
Hispanic/Latino	0	0	0	1	0
Asian	0	0	0	1	0
Native Hawaiian/Pacific Islander	0	0	0		0
Black	0	0	0	1	0
American Indian/Alaskan Native	0	0	0	0	0
Two or More Races	0	0	0	0	0
Total Minority Faculty Hire:	0	0	0	3	0

Total New Hire Staff: 25

By Occupational Category and Minority Group

	Research Staff	Public Service Staff	Library and Student and Academic Affairs and other Education Services
Hispanic/Latino	0	0	1
Asian	0	0	0
Native Hawaiian/Pacific Islander	0	0	0
Black	0	0	0
American Indian/Alaskan Native	0	0	2
Two or More Races	0	0	0
Total:	0	0	3

	Management Occupation	Business, Financial Operations	Computer, Engineering, and Science	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	Healthcare Practitioners and Technical Occupation
Hispanic/Latino	1	1	0	0	0
Asian	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Black	0	0	0	1	0

American Indian/Alaskan Native	0	0	0	0	0
Two or More Races	0	0	0	0	0
Total:	1	1	0	1	0

	Service Occupation	Sales and Related	Office and Administrative Support	Natural Resources, Construction, and Maintenance	Production, Transportation, and Material Moving
Hispanic/Latino	0	0	0	0	0
Asian	0	0	1	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Black	1	0	1	0	0
American Indian/Alaskan Native	0	0	1	0	0
Two or More Races	0	0	0	0	0
Total	1	0	3	0	0

By Minority Group

Hispanic/Latino	3
Asian	1
Native Hawaiian/Pacific Islander	0
Black	3
American Indian/Alaskan Native	3
Two or More Races	0
Total Minority Staff New Hire:	10

Summary

Based on the statistics, UAFS is making progress in recruitment and retention of minority employees. As reflected in our Minority Recruitment and Retention Plan, we are committed to continued growth in this area.

Assessment Methods

The Offices of Institutional Research, Admissions, Enrollment Management, and Human Resources work collaboratively to monitor, assess, and evaluate the effectiveness of all strategies identified in this report. The Office Institutional Research & Strategic Planning works collaboratively with administrators and faculty and staff to ensure departments have timely and appropriate information to support decision-making and identify areas of success or concern in existing programs or activities. These data are also used to identify areas of need.

**Minority Recruitment and Retention
Progress Report
2023**

**The University of Arkansas
Community College at
Hope-Texarkana**

**Prepared for the Arkansas Department of Higher Education
June 2023**

Minority Retention Action Plan and Progress Report 2022-2023

Introduction and Data Analysis

The University of Arkansas Community College at Hope-Texarkana (UAHT) has worked hard to uphold its responsibility regarding educational diversity through the institutionalization of a campus environment that supports a culture of inclusion. Operations under past Five-Year Minority Recruitment and Retention Action Plans aided the campus in sustaining that responsibility.

The College developed and adopted its initial Five-Year Minority Recruitment and Retention Action Plan (Five-Year Action Plan) during the 2006-2007 academic year. Subsequent plans addressed commitment to multiculturalism and systematic implementation and assessment of institutionalized campus environments of inclusion. The overarching goal has been to create processes over programs.

During the 2020-2021 academic year UAHT completed its reaccreditation process through the Higher Learning Commission (HLC). The purpose of the February 2021 accreditation process by the HLC Evaluating Team was to conduct a comprehensive evaluation of the institution. In response to the institution's processes and activities that demonstrate inclusive and equitable treatment of diverse populations, the HLC Evaluating Team noted: *“the institution addresses the importance of diversity within its curriculum...and provided data offering evidence of enrolling African Americans and Hispanic students at rates above the demographic percentages for those ethnic groups within UAHT’s six-county service area.”* The team went on to say: *“UAHT fosters a climate of respect among students, faculty, staff, and administrators,”* and described a campus community *“characterized by respect and desirous of greater diversity, equity, and inclusion.”*

It is evident from the Evaluation Team’s assessment of diversity on campus that UAHT made successful strides toward the goals established in its collective Five-Year Action Plans. The relationship between institutions of higher education and the public requires colleges and universities to maintain mutually beneficial relationships with their communities and with students.

As time progresses, populations increase, decrease, and change in age, diversity, ethnicity, gender, and socioeconomic status. The UAHT service area, designated by the Arkansas Department of Higher Education, includes the counties of Hempstead, Miller, Nevada, Lafayette, and southern Howard and Pike in southwest Arkansas. According to the latest data of the U.S. Census Bureau, the College’s average service area demographic breakdown is as follows:

Ethnic Group	Percentage
White	65.8%
Black	23.2%
Hispanic	7.5%
American Indian/Alaskan Native	0.7%
Asian	0.5%
Native Hawaiian/Pacific Islander	0.1%
More than One Race	5.4%

arstatedatacenter.youraedi.com/census-2020/
Arkansas Economic Development Institute

Data between the 2010 and the 2020 census shows the College’s designated county service area population declined by an average of 9.32%. The largest decline was Lafayette County at 17.5%, followed by Hempstead at 11.3%, Pike at 9.9%, Nevada at 7.6%, Howard at 7.3%, and Miller at 2.3%.

As detailed below, when likened to the service area ethnic demographic breakdowns, UAHT attracts and services minority populations. Enrollment for African Americans was 27.61% of total enrollment (approximately 4.43% above the service area population). Enrollment for Hispanic students was 9.6% of total enrollment (approximately 2.0% above the service area population). Other ethnic demographic populations have remained primarily consistent over the past five years but are statistically less than 2% of total enrollment. The number of students reporting as two or more races has steadily increased over the last five years.

UAHT Headcount Enrollment by Race

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian/Alaskan Native	8 (0.51%)	7 (0.47%)	3 (0.24%)	3 (0.30%)	7 (.59%)
Asian	16 (1.03%)	6 (0.41%)	8 (0.63%)	3 (0.30%)	10 (.84%)
African American	468 (30.0%)	479 (32.43%)	372 (29.50%)	340 (28.5%)	328 (27.61%)
Hawaiian/Pacific Islander	3 (0.19%)	2 (0.14%)	1 (0.080%)	0 (0.00%)	1 (.08%)
Hispanic	118	130	101	112	114

	(7.56%)	(8.80%)	(8.01%)	(9.4%)	(9.6%)
White	930 (59.65%)	825 (55.86%)	753 (59.71%)	693 (58.2%)	683 (57.49%)
Two or more races	9 (0.58%)	20 (1.35%)	12 (0.95%)	25 (2.1%)	42 (3.54%)
Unknown	7 (0.45%)	8 (0.54%)	11 (0.87%)	1 (1.3%)	3 (.25%)
TOTAL	1559	1477	1261	1191	1188

Over the past academic year, the College continued to manage the lingering challenges that were brought on by the Covid-19 virus and pandemic. Over the past five years the fall campus enrollment averaged 1335 students. However, enrollment declined from 1477 in fall 2019 (before the campus shutdown in March 2020) to 1188 in fall 2022. The fall 2022 enrollment of 27.61% African Americans is a 3.53% decrease from fall 2021. The fall 2022 enrollment of 9.6% Hispanics is a 1.79% increase from fall 2021. The pandemic and related economic uncertainties posed serious challenges for lower-income and first-generation students who must manage work and home care responsibilities. These challenges were insurmountable for many, and when something had to give, often it was college.

Despite the significant effect the pandemic had on enrollment, UAHT's graduation rates were less affected. For the 2022-2023 academic year, 407 students completed 576 certificates and degrees. During the past five years the graduation numbers averaged 449 students. The graduated students documented below include students who completed degrees or certificates by May 2023. Students completing a degree or certificate over the summer will be in the 2024 graduate numbers.

Graduated Student File by Ethnicity

	2018-2019	2018-2019	2019-2020	2021-2022	2022-2023
American Indian/Alaskan Native	4 (0.84%)	4 (0.84%)	3 (0.68%)	1 (0.22%)	2 (.49%)
Asian	5 (1.05%)	5 (1.05%)	4 (0.90%)	0 (0.00%)	2 (.49%)
African American	125 (26.32%)	125 (26.32%)	124 (27.93%)	125 (28.09%)	112 (27.51)
Hawaiian/Pacific Islander	0	0	2 (0.45%)	0 (0.00%)	0 (0.00%)
Hispanic	33 (6.95%)	33 (6.95%)	47 (10.59%)	47 (10.56%)	38 (9/3%)
White	306 (64.42%)	306 (64.42%)	259 (58.33%)	265 (59.55%)	241 (59.2%)
Two or more races	2 (0.42%)	2 (0.42%)	3 (0.68%)	5 (1.12%)	10 (2.46)
Unknown	0	0	2	2	2

			(0.45%)	(0.45%)	(.49%)
TOTAL	475	475	444	445	407

Graduation averages for African Americans were 27.51% of total graduates (18% above the service area population). Graduation averages for Hispanic students were 9.3% of total graduates (24% above the service area population). Other ethnic demographic populations have remained consistent during the past five years.

For the 2022-2023 graduate survey graduates were asked to rate UAHT as a diverse campus on a scale of one to five. Fifty-nine percent of respondents (69 students) rated the UAHT as ‘excellent,’ 27% (31 students) rated the College as ‘above average,’ and 14% rated the College as ‘average.’ When asked if students were exposed to diversity in course and classroom content, 67% responded ‘excellent,’ 22% said ‘above average,’ 10% responded ‘average,’ and less than one percent answered the campus ‘needs improvement.’ Regarding out of classroom diversity, 59% rated ‘excellent,’ 29% ‘above average,’ 11% ‘average,’ and less than one percent replied that the College ‘needs improvement.’ When asked if UAHT allows students to express personal political, religious, and social opinions, 59% responded ‘excellent,’ 24% ‘above average,’ and 16% said ‘average.’

The UAHT 2022-2023 graduate survey had 118 respondents, of whom 41.3% (50 students) were white, 34.7% (42 students) were African American, 12.3% (15 students) were Hispanic, and 8.2% (10 students) identified as other races collectively. On average, 27.8% of the 2022-2023 graduates rated their exposure to and experience of diversity as above average.

Enrollment rates and graduation rates when viewed by ethnicity demonstrate that the College’s philosophy, responsibility, and underlying strategies reflect the diversity and inclusion of the communities it serves.

Progress Report

GOAL 1: The University of Arkansas Hope-Texarkana will continue to work as a cohesive network to prepare students for the world at large by infusing principles that reflect the values of diversity, equality, and global awareness throughout the curriculum and co-curriculum.

The College continuously processes and develops its assessment cycles of institutional outcomes. The first approach under Goal 1 of the 2021-2026 Five-Year Action Plan addresses curriculum as a component of students’ overall educational experience. Course-level assessments are central toward measuring student learning, while institutional-level outcome measures focus on institutional knowledge of overall performance.

Enrollment and completion data helps keep focus on student support efforts, prioritizing the elimination of achievement gaps, and identifying underserved populations. UAHT continued evaluating methodologies of general education assessment as a constant process toward improvement. Assessment methodologies included institutional rubrics toward retention and completion strategies. Concerted efforts centered on increasing the rate of completion for all

students to close any gaps in the completion rates of students from any group when compared with the average campus completion rates. *[see Strategy 1.1.1; Activity 1.1.1.1; Activity 1.1.1.2]*

UAHT continues its joint venture with the Hope Public Schools District (HPSD) and the Texarkana Arkansas School District (TASD) toward college success initiatives. The Hope and Texarkana Collegiate Academies (Collegiate Academies) enable students to complete a high school diploma and an associate degree simultaneously. The Collegiate Academies magnify college readiness from traditional concurrent credits into actual degree attainment. *[see Activity 1.1.23; Activity 1.2.1.1]*

	Hope 10 th Grade	Hope 11 th Grade	Hope 12 th Grade	Texarkana 10 th Grade	Texarkana 11 th Grade	Texarkana 12 th Grade
American Indian/Alaskan Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
African American	6	4	1	3	1	2
Hawaiian/Pacific Islander	0	0	0	0	0	0
Hispanic	3	12	2	3	3	0
White	7	7	10	14	11	0
Two or more races	3	1	1	0	1	3
Unknown	0	0	0	0	0	0
TOTAL	19	24	14	20	16	5

There are 98 students enrolled in the three grade levels of the Collegiate Academies. Of the Collegiate Academies enrollments, 17.34% are African American, 23.49% are Hispanic, 50% are white, and 9.18% identify as two or more races. *[see Strategy 1.2.4]*

Faculty efforts to broaden course perspectives that address global awareness persist. Faculty members are encouraged to use texts, instructional materials, and learning activities that manifest the values of diversity. Evidence of program activities toward global awareness is UAHT’s nursing students’ presentations of Culture Day. Recognizing that cultural components and cultural competencies are very important to the nursing profession, student represent and present different cultures by dressing in demonstrative clothes, providing tastes of indigenous foods, and displaying information about varying cultures. *[see Strategy 1.1.3]*

Goal 1 of the 2021-2026 Five-Year Action Plan utilizes a two-pronged approach toward principles of diversity, equality, and global awareness. Following addressing curriculum as a component of students’ overall educational experience, is cultural, artistic, and educational programming through on-campus activities and performing arts. *[see Strategy 1.2.2; Activity 1.2.2.1]*

UAHT sponsored various Black History Month events, including kickoff events on both the Hope and Texarkana campuses with games, food, and music. A Family Feud-Black History Edition on the Hope campus and a Tastes of Soul lunch on the Texarkana campus were fun activities to commemorate the culture and contributions of African Americans. The Black History Month Program, sponsored by UAHT's Student Government Association and the Multicultural Club, featured former defensive back for the Arkansas Razorbacks, Sean Penix. Mr. Penix's theme, "Paying It Forward," described a road map he followed in his career and family life. Mr. Penix noted that the most important signposts are to skip steps in personal development or in projects, to consistently follow a plan, and to leave a legacy and a network that ultimately pays it forward. In addition to Mr. Penix, the program included a presentation of the Texarkana Alumnae of the Delta Sigma Theta Sorority on the role of black fraternities and sororities as service organizations and networking opportunities for black students. Students from the Alpha Phi Alpha fraternity performed a Step Show. The event was free to the public. [see Strategy 1.2.4; Activity 1.2.4.1]

The creation of a Hispanic-focused student organization is complete under the Five-Year Action plan and has been institutionalized. The student organization is the Hispanic Outreach and Leadership Association. [see Activity 1.2.3.3]

The Hispanic Outreach and Leadership Association (HOLA) sponsored Mexico's Independence Day as a celebration of Hispanic Heritage Month. The event was free to the public. [see Strategy 1.2.4; Activity 1.2.4.1]

The campus sponsored a Community Financial Aid Night to provide parents and students with a better understanding of the college financial aid process. Information was presented in English and Spanish. [see Strategy 1.2.4]

UAHT participated in a food drive as recognition of a day of service honoring Martin Luther King Day of Service. The Hope campus TRiO Student Support Services collected can goods for 'Hope in Action.' [see Activity 1.2.3.1; Activity 1.2.3.2]

Women's History Month spotlighted Kathrine Switzer with a "I Am Better Than 1.5" mile run/walk. Ms. Switzer was an iconic figure in marathon running. A campus-wide Lunch and Learn entitled "You've Come a Long Way Baby?" featured UAHT faculty, Dr. Ashli Dykes and Gabrielle Patterson. [see Activity 1.2.4; Strategy 1.2.4.1]

Findings

The College evidences a culture of equality and inclusion that validates that principles of multiculturalism are incorporated throughout the curriculum and co-curriculum of students' overall educational experience. The objectives, strategies, activities, and assessments of Goal 1 of the Five-Year Action Plan demonstrate a cohesive network infusing principles that reflect the values of diversity, equality, and global awareness.

Coexistence throughout both campuses of individuals from distinct backgrounds and with divergent ideas requires hard work and commitment from all concerned. Capitalization of such distinctions and diversities augments the College's continuing conversations toward, and

promises to, foster that diversified culture of learning. UAHT utilizes the talents, skills, and ideas from various members to create an environment for cultivating the personal growth, knowledge, and development of students. It is expected that higher educational institutions will enrich and enhance the academic and socialization experiences of students through a diversified culture of learning. The College strives to reflect the constituents we serve by providing access to cultural and learning opportunities for everyone. Acceptance and understanding are essential toward the success we want for our students, the environment we intend for our employees, and the experience we seek for our community.

The College has taken steps to advance students' academic and career advising needs through dedicated advising protocols. The holistic approach to assist students in making social and intellectual growth as well as address geographic transitions into, as well as out of, college continues. Increased coordination between college departments and data and tracking systems, likewise, improve students' chances for academic and career success. Decreasing attrition and closing gaps in the completion rates of students from any group when compared with the average campus completion rates persists as a campus focus.

Goal 2: The University of Arkansas Hope-Texarkana will address students' needs for academic and career success through comprehensive programs and retention strategies that address multicultural competencies and individual self-actualizations.

UAHT has demonstrated institutional strengths. Among those strengths is a committed and experienced faculty and staff, focused programming, strong community partnerships, clear business alliances, and continuing fiscal stability. Despite those strengths, UAHT struggles with a challenge common to most community colleges: low persistence, retention, and completion rates. UAHT's average retention rates run below national benchmarks, and persistence and retention challenges impact completion and graduation.

Central to Goal 2 of the Five-Year Action Plan is building and enhancing support systems that allow for success of diverse groups within the institution. Over the past five years the College developed and implemented a focused advising center for placement testing, advising, and supplemental instruction as a strategy to address enhanced support systems. The concept and approach were to create an intrusive/appreciative advising model for one-stop holistic advising through professionally trained advisors and coaches. Included in the construct are data-driven analytics and dashboards for advisors. Dashboard analytics incorporate diversity definitions and how campus populations are represented. The Five-Year Activity Plan activity of professional development for all campus personnel advising students is complete and institutionalized. [see Strategy 2.1.1; Activity 2.1.1.2; Activity 2.1.1.4]

The advising model realization affected other student services areas impacted by advising, including the Enrollment Management office, the Registrar's office, and the Financial Aid office. A specific area of progress and accomplishment included the development of a Required Admission Items List (RAIL). RAIL is an interactive, streamlined student admissions progression that allows for the coordination and instant access to essential student documents between departments. The RAIL system tracks students from the moment they apply so an advisor can understand their background, financial situation, or other pertinent specifics that

advances the advising process beyond schedule building to career planning with additional directional support as needed. [*see Strategy 2.1.1; Activity 2.1.1.4*]

Another important aspect of the advising model implemented is the ability to track data as a measure toward growth and success. The Advising Center maintains intake information and customer service surveys on all students utilizing advising services. Data collection relates to tasks, participants, methods, results, and timelines. The institutional advising model is nearing completion but still under development and it is too early to measure analytics on enrollment, persistence, retention and completion, but such measurement mechanisms are adopted and underway. [*see Strategy 2.1.1; Activity 2.1.1.4*]

The UAHT Office of Student Services and the Advising Center likewise initiated a tier-based program toward identifying barriers obstructing students' success both academically and socially. The Academic Recovery Program (RERAIL) serves students on academic probation and suspension. Students are assigned a UAHT employee as a coach who tracks them throughout their tenure in the program. Students and coaches meet, engage with faculty, employ strategies for success, and if necessary, utilize campus resources such as the Iron Horse pantry, the Iron Horse Care Counseling service, and tutoring. Between spring 2020 and fall 2022, 162 students (duplicated) participated in the RERAIL program. Over that two-year span, 55 returned in good academic standing, meaning they raised their grade point average enough to be removed from probation status. Likewise, 16 participants returned but remained on probation, and 2 returned under a suspension contract. The Five-Year Action Plan activity of developing an academic recovery plan is completed and institutionalized. [*see Activity 2.1.1.1*]

An integral part of addressing students' need for academic success is the campus' support through technology. An undeniable post-pandemic effort is to assess and improve campus-wide technology capabilities. During the 2021 and 2022 academic years the campus thoroughly assessed classroom technology needs. The Five-Year Action Plan activity of addressing classroom technology is completed and institutionalized. In the 2022-2023 academic year the College initiated the transformation of user interface and workflows in Blackboard Learn to Blackboard Ultra. UAHT faculty are undergoing training in course and content design, course upgrades, data analytics, and communication and social engagement. Implementation will begin in fall 2023. [*see Strategy 2.2.1; Activity 2.2.1.1; Activity 2.2.1.2*]

In addition to transitioning to Blackboard Ultra, UAHT is centralizing a template-drive platform to enable instructors to quickly personalize and publish interactive class syllabi. Simple Syllabus is technology designed to welcome all students regardless of their abilities. The format leverages technology to improve communication with students and deliver curriculum through a more sustainable model. Simple Syllabus implementation is in fall 2023. [*see Strategy 2.2.1*]

A campus-wide "Lunch and Learn," focused on meeting where they are and ensuring all learners have equitable access to learning opportunities that foster agency and prepare them for life in the world. [*see Objective 2.1; Strategy 2.1.1*]

The Five-Year Action Plan activity to implement a virtual mental health counseling service for students is completed and institutionalized. [*see Activity 2.1.1.5*]

For the 2022-2023 academic year UAHT awarded \$86,700 in institutional scholarships to 58 student recipients. Approximately one-fourth (24.14%) of all institutional scholarships were awarded to minority populations. UAHT institutional scholarships include the Bridge Scholarship (9 out of 23 minority recipients), the Chancellor's Scholarship (1 out of 10 minority recipients), and the Honors scholarship (4 out of 21 minority recipients). [see Activity 2.3.1.2]

Findings

Both Goal 1 and Goal 2 of the Five-Year Action Plan address completion rates for all students to close any gaps between student groups. Campus initiatives to identify barriers obstructing students' success (RERAIL), transformation to Blackboard Ultra, and implementation of Simple Syllabus technology are evidence of institutional efforts to address students' needs for academic and career success.

Efforts to supplement learning through technology are ongoing. UAHT students live and work in a globally integrated world. Their intellectual growth must be nourished by exposure to contrary points of view and the pursuit of open inquiry. The axes of their success in their future are the ability to translate ideas through appropriate critical analysis and technological proficiencies undermining the capability of living a life of learning.

Goal 3: *The University of Arkansas Hope-Texarkana will systematically attract, recruit, enroll, retain, and graduate students in appropriate proportions to that of the College's service area.*

Any action plans related to minority recruitment and retention require the College to review and update recruiting and enrollment management plans and materials to attract and serve a diverse student body. Providing scholarships and other financial aid opportunities, sponsoring diverse activities that highlight ethnicities, utilizing press releases and social media to promote multiculturalism, and disseminating recruitment, retention, and graduation are responsibilities across all levels of the institution. [see Objective 3.1]

The Enrollment Management division of Student Services continues to review recruitment materials including evaluation of whether they attract and serve under-served populations. [see Activity 3.1.1.1; Activity 3.1.1.2]

As reported above, approximately 25% of all institutional scholarships are awarded to minority populations. Those percentages are consistent with service area demographics. Enrollment management personnel along with personnel in financial aid services continue to seek to provide scholarships and other financial aid opportunities for students. [see Activity 3.1.1.3]

Findings

The College strives for innovative ways to connect and build trust with minority communities to ensure UAHT is a welcoming and sound institution for higher learning. Recruitment efforts are assessed annually. As specifically detailed in the data report above, when likened to the service area ethnic demographic breakdowns, UAHT consistently attracts and services minority populations. With enrollment averages for African Americans approximately 4.5% above the

service area population, and with enrollment averages for Hispanic students approximately 1.8% above the service area population, and completion rates for those populations at 36% of graduating students, UAHT demonstrates that it is committed to recruiting, retaining, and graduating students from our service areas and beyond.

Goal 4: *The University of Arkansas Hope-Texarkana will systematically attract, recruit, and retain a diverse faculty and staff as well as educate and celebrate the diversity of its faculty and staff.*

The UAHT service area is approximately 65% white, 23% African American, 7.5% Hispanic, and a combined 3.5% as Asian, American Indian/Alaskan Native, and Hawaiian/Pacific Islander. Of the service area respondents on the 2020 census, approximately 4.5% identified their race as “Other,” and 5.4% identified as more than one race.

During the 2022-2023 academic year, the College employed 125 full-time faculty and staff. Of the 125 full-time personnel, 43 were full-time faculty and 82 were full-time staff. Among the full-time employees, 97 (78%) are white, 22 (18%) are African American, and 6 (4%) are Hispanic.

During the 2022-2023 academic year, the College employed 68 part-time faculty and staff. Of the 68 part-time personnel, 35 were adjunct faculty and 20 were part-time staff. Among the part-time employees, 52 (76%) are white, 14 (21%) are African American and 2 (3%) are Asian.

	Faculty Full-time	Faculty Adjunct	Staff Full-time	Staff Part-time
American Indian/Alaskan Native	0	0	0	0
Asian	0	0	0	2
African American	5	3	17	11
Hawaiian/Pacific Islander	0	0	0	0
Hispanic	0	0	6	0
White	38	32	59	20
	43	35	82	33

The total number of UAHT employees for 2022-2023 (full-time and part-time) was 193. Of the 193 total employees, 149 (77%) were white, and 44 (23%) identified as either African American (36), Hispanic (6), and Asian (2).

The personnel position, hire date, and ethnicity are detailed below:

Position/Title	Hire Date	Ethnicity
Faculty	9/14/1980	African American
Financial Aid Officer	3/22/1993	African American

Career Pathways Director	5/28/2007	African American
Instructor	8/26/2013	African American
Trio Upward Bound Director	1/2/2014	African American
GED Director	7/1/2015	African American
GED Project Coordinator	7/1/2015	African American
GED Project Coordinator	9/1/2015	African American
Upward Bound Project Coordinator	11/6/2017	African American
Telecommunications Specialist	6/25/2018	Hispanic
Administrative Specialist	6/25/2018	African American
Upward Bound	8/13/2018	African American
Faculty	8/13/2018	African American
Director of Business and Industry Relations	3/4/2019	African American
Faculty	8/12/2019	African American
Administration Specialist I	10/16/2020	African American
Advising Counselor	7/12/2021	African American
Faculty	8/16/2021	African American
Chancellor	8/19/2021	African American
Financial Aid Analyst	9/16/2021	Hispanic
Administration Specialist	10/16/2021	Hispanic
Counselor	1/3/2022	Hispanic
Student Service Specialist	2/16/2022	African American
Skilled Tradesman	4/18/22	African American
Upward Bound Project Coordinator	10/17/22	African American
Dean of Students	11/16/22	African American
Campus Security	2/1/23	African American
Advising Center Administrative Specialist	3/1/23	African American

Position, hire date, ethnicity documented through 15 May 2023.

UAHT is resolute in its efforts to recruit minority faculty and staff. The College publicizes vacancies through professional publication and state and local media. College hiring committees include personnel from various departments. The search-committee style of hiring practices includes members of diverse ethnic, age, and gender representations. All search-committee participants are trained on unconscious bias, and it can affect one's decisions in the hiring process. The search committee style hiring practices and mandatory unconscious bias training of

all committee members are complete under the Five-Year Action Plan and have been institutionalized. *[see Activity 4.1.1.1; Activity 4.1.1.2]*

Academic divisions use an annual reporting process to assess positions available and future needs, including best practices at peer institutions on recruitment. To increase minority faculty representation UAHT will develop relationships with Arkansas and bordering-state historical black colleges and universities, minority serving institutions, and graduate programs with a minority population. *[see Strategy 4.1.1]*

The College has a Chancellor's Taskforce on Diversity, Equity, and Inclusion. The taskforce works with the chancellor and respective institutional areas to develop effective strategies to promote and increase diversity and minority representation at UAHT. Among the other strategies employed, all campus personnel are required to complete a Diversity and Inclusion Campus Assessment, complete Mandatory Bias Training, and familiarize themselves with the Intentional Student and Community Engagement for Minority Populations through onboard training. The creation of the Taskforce and the mandatory training are complete under the Five-Year Action plan and have been institutionalized. *[see Strategy 4.2.1, Activity 4.2.1.2; Activity 4.2.1.3]*

UAHT's shares its commitment to cultivating and preserving a campus culture of connectedness and bridge diversity, equity, and inclusion throughout the campus on the campus webpage. Entitled "UAHT Together," the aim is to utilize the talents, skills, and ideas and enrich the community through the personal growth, knowledge, and development of faculty, staff, and students through a diverse culture of learning. UAHT Together strategically develops cultural understanding of those throughout the community and implements innovative resources to create a more intention understand of cultures. Efforts are made to create a more welcoming institution. In support of UAHT Together the campus created a 'UAHT Together YouTube' channel for lecture series. *[see Activity 4.2.1.6]*

Findings

The College is committed to hiring the very best candidates for faculty and staff positions from a broad and varied pool of candidates. Our search-committee style hiring process allows personnel from different areas and divergent backgrounds to have a say in potential employees. We will continue to use this method of employee hiring. Each campus division does assess its employment needs annually. We will continue to recruit minority faculty and staff and widely publicize anticipated vacancies through professional publications and local and state news media. The College also seeks applicants from predominantly African American institutions within the state. The hiring search committees, diversity task force, and mandatory trainings are completed under the Five-Year Action Plan and have been fully institutionalized into college operations.

Conclusion

The UAHT Five-Year Action Plan goals, at their broadest, seek to establish a cohesive network of diverse faculty and staff to address students' needs for academic and career success through principles that reflect the values of diversity and prepare students for the world at large. Comprehensive programs and retention strategies are employed for students to know how to learn, relate, and communicate in multicultural settings. There is little doubt that individuals who intrinsically understand the value of diversity and who appreciate effective communication

throughout diverging environments have a distinct advantage over those who do not. We seek to decrease attrition and implement comprehensive initiatives that address students' needs for academic and career counseling and assist them in making the social, intellectual, and global transitions required from college to career.

An organizational philosophy that includes diversity and inclusion seeks, appreciates, and respects individual differences, where individuals of varying backgrounds and interests grow alongside one another in a nurturing, secure, and professional atmosphere. Nurturing educational environments are ideal for learners at all levels, for the faculty who teach them, and the staff who support them.

Evaluation and assessment of previous Five-Year Action Plans grounds the 2021-2026 Five-Year Action Plan. Indicators recognize that any successful retention policy must reflect an institutional commitment and must be comprehensive in nature. Regular data collection and analysis is an essential element of assessment. Each of the Five-Year Action Plan's progress indicators provided the College with feedback. The aim is to have a multicultural educational system that is responsive to the needs of students and the demands of educational reform. Much of the College's success with recruitment, retention, and graduation comes from its focus on learning environments. We respect the dignity and value the worth of all students and personnel, treat them fairly, and recognize individual acts of sensitivity and respect.

UAHT students are diverse in age, gender, race, ethnic origins, and nationalities. The 2021-2026 Five-Year Action Plan builds upon such diversities through goals, objectives, strategies, activities, resources, accountability, indicators, and timelines as required under Legislative Act 1091 (1999). Everything contained within the Action Plan addresses the College's institutional diversity goals and is consistent with the College's documented progress in reaching minority populations.

Appendix

UAHT Minority Recruitment and Retention Five-Year Action Plan (2021 - 2026)

GOAL 1:

The University of Arkansas Hope-Texarkana will continue to work as a cohesive network to prepare students for the world at large by infusing principles that reflect the values of diversity, equality, and global awareness throughout the curriculum and co-curriculum.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
1.1 Verify that principles of multiculturalism are incorporated throughout the curriculum as a component of students' overall educational experience	1.1.1 Encourage faculty to broaden course perspectives to address global awareness	1.1.1.1 Encourage the use of texts, instructional materials, and learning activities that reflect the values of diversity	General meeting materials	Curriculum Committee; Academic Deans, Vice Chancellor for Academics	2021-2026 Ongoing
		1.1.1.2 Research educational programs that are responsive to local employment markets	Research materials	Chancellor's Cabinet; Vice Chancellor for Academics	2021-2026 Ongoing
		1.1.1.3 Research and develop active learning and learner-centered strategies for more personalized learning	Research materials, operational budgets, scholarship funds	Faculty	2021-2023 Ongoing
1.2 Incorporate principles of multiculturalism throughout co-curricular activities	1.2.1 Develop methods to encourage broader perspectives of global awareness as a part of the campus culture	1.2.1.1 Research a service learning component linked to general education courses	General meeting materials	Deans of Arts, Humanities & Social Sciences and Math and Science; Vice Chancellor for Academics	2021-2026 Ongoing

		1.2.1.2 Utilize graduation survey data to quantify students' diversity experiences	General survey materials	Vice Chancellor for Academics	2021-2026 Ongoing
	1.2.2 Utilize Hempstead Hall as a forum to feature components of different cultures	1.2.2.1 Involve members of diverse communities in planning programs and activities featured	General budgetary considerations	Hempstead Hall Personnel; Community partners; Campus Co-curricular groups	2021-2026 Ongoing
		1.2.2.2 Encourage the use of the facility for students as a method of making more active campus connections	General budgetary considerations	Hempstead Hall Personnel	2021-2026 Ongoing
	1.2.3 Develop and implement programs that recognize the complexity of campus diversity from the students' perspective	1.2.3.1 Utilize the UAHT Student Associations to acknowledge equality and social justice issues and the institutional effort to demonstrate ways open discussions benefit all students	Budget components of club activities	Dean of Student Services	2021-2026 Ongoing
		1.2.3.2 Utilize registered student organizations as a method of recognizing the components of diversity that enrich the campus	Student club budgets	Dean of Student Services	2021-2026 Ongoing
		1.2.3.3 Create a Latinx-focused registered student organization	Student organization budgets	Dean of Student Services	2021- 2022 Completed (Institutionalized)

	1.2.4 Build Community Partnerships	1.2.4.1 Engage community leaders in advancing multicultural strategies	General budgetary considerations	Chancellor's Cabinet	2021-2026 Not yet underway
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GOAL 2:

The University of Arkansas Hope-Texarkana will address students' needs for academic and career success through comprehensive programs and retention strategies that address multicultural competencies and individual self-actualizations.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
2.1 Build and enhance support systems that allow for success of diverse groups within the institution	2.1.1 Research support systems for students	2.1.1.1 Develop an academic recovery program		Vice Chancellor of Student Services; Advising Center	2021-2023 Completed (Institutionalized)
		2.1.1.2 Professional Development training for advisors trained in non-cognitive factors	General budgetary considerations	Vice Chancellor for Student Services; Advising Center	2021-2023 Hope Completed 2023-2026 Texarkana Completed
		2.1.1.3 Develop data driven analytics and dashboards for advisors mindful of diversity definitions and how populations are represented	General budgetary considerations	Vice Chancellor for Student Services; Office of Institutional Effectives; Institutional Research Officer	2021-2020 Hope Ongoing 2021-2026 Texarkana Ongoing
		2.1.1.4 Utilize a food pantry to address food insecurity amongst the student population	General budgetary considerations	Dean of Student Services; Chancellor's Cabinet	2021-2026 Ongoing
		2.1.1.5 Implement a virtual mental health counseling	General budgetary considerations	Dean of Student Services; Vice Chancellor for	2021-2023 Completed (Institutionalized)

		service for students		Student Services	
2.2 Supplement classroom technology to support Blackboard as a teaching, learning, and assessment tool	2.2.1 Investigate current classroom technology capabilities in Hope and Texarkana	2.2.1.1 Identify classrooms where current technology allows class participation through Blackboard	General budgetary considerations	Faculty; Vice Chancellor for Academics; Institutional Technology Personnel	2021-2024 Completed
		2.2.1.2 Identify classrooms requiring enhanced technologies to advance participation through Blackboard	General budgetary considerations	Faculty, Vice Chancellor for Academics, Institutional Technology Personnel	2021-2024 Completed
	2.2.2 Identify courses where Blackboard Ultra technologies and access supplements instruction	2.2.2.1 Survey current classroom deliveries to identify courses using Blackboard technologies in the classroom	General budgetary considerations	Faculty	2021-2023 Ongoing
		2.2.2.2 Identify classes where using Blackboard Ultra technologies can be added to classroom instruction	General budgetary considerations	Faculty	2021-2025 Ongoing
		2.2.2.3 Increase the use of Blackboard Ultra for classroom instruction as an assessment tool	General budgetary considerations	Faculty, Vice Chancellor for Academics; Institutional Technology Personnel	2021-2024 Ongoing
		2.2.2.4 Research and develop active learning and learner-centered strategies for more	Research materials, operational budgets, scholarship funds	Faculty	2021-2026 Ongoing

		personalized learning			
2.3 Explore methods of gaining external support for campus diversity.	2.3.1 Develop methods and approaches to create allies in fostering support of campus diversity initiatives	2.3.1.1 Include diversity initiatives in capital campaigns and fundraising efforts.	General fundraising materials	Office of Institutional Advancement; Chancellor's Cabinet	2021-2026 Not yet underway
		2.3.1.2 Establish additional needs-based scholarships	General fundraising materials	Office of Institutional Advancement	2021-2026 Ongoing

GOAL 3

The University of Arkansas Hope-Texarkana will systematically attract, recruit, enroll, retain, and graduate students in appropriate proportions to that of the College's service area.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
3.1 Disseminate recruitment, retention, and graduation responsibilities across all levels of the institution	3.1.1 Ensure that there are student services in place that attract and serve targeted populations	3.1.1.1 Review and update the College's recruiting plan and materials to determine that they attract and serve under-served populations	General meeting materials; printing costs	Student Recruiter, Director of Student Relations, Vice Chancellor for Student Services	2021-2026 Ongoing
		3.1.1.2 Review and update the College's enrollment management plan to determine that it properly meets the College's service area needs	General meeting materials	Dean of Enrollment Management, Vice Chancellor for Student Services	2021-2026 Ongoing
		3.1.1.3 Seek to provide scholarships and other financial aid opportunities that meets the College's service area needs	General scholarship materials	Director of Financial Aid, Dean of Enrollment Management	2021-2026 Ongoing

		3.1.1.4 Utilize press releases, College website, social network sites, and radio and television broadcasts to promote UAHT as a leader in diversity culture	General marketing budget	Coordinator of Communications and External Affairs; Assistant Director of College Relations	2021-2026 Ongoing
		3.1.1.5 Increase communication about services available to students, i.e. disability services, tutoring, student organizations	Communication tools	Vice Chancellors; Academic Deans and Divisions; College Personnel	2021-2026 Ongoing
		3.1.1.6 Include meaningful recruitment and retention data in the campus “Data Day” discussions	General meeting materials	Vice Chancellors for Academics and Student Services	2017-2022 Ongoing

GOAL 4

The University of Arkansas Hope-Texarkana will systematically attract, recruit, and retain a diverse faculty and staff as well as educate and celebrate the diversity of its faculty and staff.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
4.1 Strengthen efforts to attract a diverse pool for all new positions	4.1.1 Evaluate search-committee style hiring process	4.1.1.1 Include personnel from various departments to include members of diverse ethnic, gender, and age groups	General meeting materials	Human Resources Officer; Chancellor’s Cabinet	2021-2023 Completed (Institutionalized)
		4.1.1.2 Ensure search committees are trained on unconscious bias and inclusive hiring	General meeting materials	Human Resources Officer; Chancellor’s Cabinet	2021-2023 Completed (Institutionalized)
	4.1.2 Develop methods for attracting, recruiting, and retaining	4.1.2.1 Academic divisions report annually on faculty positions available and	General reporting materials	Academic Deans; Vice Chancellor for Academics	2021-2026 Ongoing

	minority faculty	assess faculty needs for the future			
		4.1.2.2 Develop relationships with historical black colleges and universities (HBCU), minority serving institutions (MSI), and graduate programs within Arkansas and the border states	General research materials	Human Resources Officer; Academic Deans; Vice Chancellor for Academics	2021-2026 Ongoing
4.2 Enhance campus-wide diversity, equity, and inclusion accountability, effectiveness, and collaboration	4.2.1 Enhance institutional, unit, and individual accountability for achieving diversity, equity, and inclusion-related outcomes	4.2.1.1 Internally publish action plan, campus climate employee and student assessment, statement on current racial climate and the College's commitment to diversity, equity, and inclusion	General materials	Chancellor's Cabinet	2021-2026 Ongoing
		4.2.1.2 Create taskforce on diversity, equity, and inclusion	General materials	Campus personnel	2021-2023 Completed (Institutionalized)
		4.2.1.3 Incorporate mandatory bias training for all employees	General materials	Human resources	2021-2023 Completed (Institutionalized)
		4.2.1.4 Conduct an organizational assessment of among campus leaders of the College's ability to commit human and financial resources to diversity goals	General survey materials	Chancellor's Cabinet	2021-2026 Ongoing
		4.2.1.5 Include diversity, equity, and inclusion in the agendas, orientations, and reports of all operational areas	General meeting materials	Campus personnel	2021-2026 Not yet underway
		4.2.1.6 Create a webpage dedicated	General materials	Office of Communication	2021-2026

		to diversity, equity, and inclusion on the College's website			Ongoing
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University of Arkansas at Little Rock

**Minority Recruitment and Retention
Annual Report
June 2023**

Submitted to:
Arkansas Department of Higher Education

**University of Arkansas at Little Rock
Submits the following
Minority Recruitment and Retention Report
in compliance with
ACT 1091 of 1999**

This minority recruitment and retention report was updated to reflect the most recent official data set available for regulatory reporting at UA Little Rock. In the course of preparing the data tables for the 2017 report, the Office of Institutional Research discovered (and reported to ADHE) a data quality issue with the IPEDS generalized race field. This field merges race, ethnicity, and residency fields into one (IPEDS race category) and is used by institutions to quickly derive race information for IPEDS and Official Reporting. Additionally, prior year race totals were updated to reflect official race counts reported to the ADHE after data cleaning associated with the new outcomes-based funding formula. These data quality improvements resulted in a change of race counts for prior academic years included in the report. The data in the student tables differs from data submitted in Minority Recruitment and Retention reports prior to 2017. A data integrity problem was discovered, primarily in the reporting of Hispanic students which caused us to go back and correct all years. The trends are mostly the same, with the exception of the Hispanic student category which has grown more modestly than previously reported.

Questions or comments concerning this document should be directed to:

**Department of Human Resources or Office of the Provost
University of Arkansas at Little Rock
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I. INTRODUCTION

The University of Arkansas at Little Rock (UA Little Rock) is committed to the principles of its mission as a public metropolitan university. The original [Declaration of Metropolitan Universities \(1990\)](#) states that teaching efforts must “be adapted to the particular needs of metropolitan students, including minorities and other underserved groups, adults of all ages, and the place-bound” (p. 1) and outlines three main points that have been adopted by UA Little Rock:

1. As leaders of a metropolitan university we must commit our institution to be responsive to the needs of our metropolitan area by seeking new ways of using our human and physical resources to provide leadership in addressing metropolitan problems, through teaching, research, and professional service.
2. Our teaching must be adapted to the particular needs of metropolitan students, including minorities, other underserved groups, adults of all ages, and the place-bound; and
3. Our professional service must include the fullest possible contributions to the cultural life and general quality of life of our metropolitan regions. (Declaration, 1990, p. 1)

Similarly, the [21st Century Declaration of the Coalition of Urban and Metropolitan Universities](#) recognizes that urban and metropolitan universities contribute to the intellectual, economic, and cultural life of America’s cities through partnerships with local government, community, public school, and civic organizations. This declaration commits universities to, among other points:

- Focus on the power of university-community engagement to address many of the economic, cultural, racial, social and governance issues of our cities and
- Work collaboratively with public schools to foster community partnerships that enhance the opportunities for urban children to graduate from high school prepared for post-secondary education (CUMU, 2017, p.1).

Building upon these foundational principles, UA Little Rock has adopted institutional policies and procedures, practices, programs, behaviors, attitudes, and expectations that encourage and facilitate the achievement of educational goals of all students, particularly racial/ethnic minorities, who have been underrepresented in higher education. Additionally, UA Little Rock has established various initiatives to promote minority recruitment in the faculty and staff ranks.

The information provided in this report demonstrates UA Little Rock’s commitment to increasing the overall numbers of minority students, faculty, and staff through the development and implementation of innovative programs, the use of technology to improve data collection and reporting requirements, and the dedication of personnel to mentor students and faculty from minoritized populations.

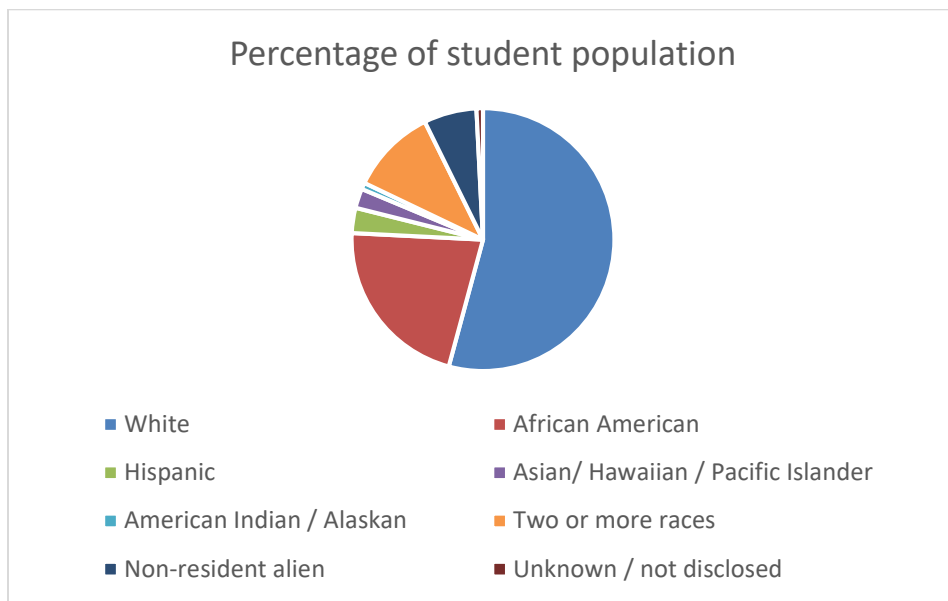
II. MINORITY STUDENT RECRUITMENT AND RETENTION

Overview

The institutional goals for minority student enrollment are based on the principle that UA Little Rock’s student population should match the diversity of the region that it serves, maintain and support its diverse student body, and also provide programs that will improve understanding of

diversity and global understanding (See [UA Little Rock Strategic Plan, 2017](#), Goal 5, Objectives 1 and 3). UA Little Rock also emphasizes recruitment and retention of “traditional, nontraditional, transfer, underrepresented, and online students” in its goal to prepare students for success and to increase student enrollment (UA Little Rock Strategic Plan, 2017, Goal 1, Objective 1). In keeping with these principles, UA Little Rock has historically served a very diverse student population, and this diversity is again seen in the Fall 2022 student body. The three largest population groups are White (54.2%), African American (21.6%), and two or more races (10.6%), with smaller percentages of Hispanic (3.1%), Asian/Pacific Islander (2.4%), and Native American/Alaskan (0.8%) populations represented in the student body.

Fall 2022 enrollment percentages, categorized by race/ethnicity, are seen in the chart below:



Minority Student Enrollment

As indicated in Table 1 below, minority recruitment as a percentage of total students held at 38.5% for fall 2022, similar to fall 2021. According to [2020-2021 U.S. Census](#) estimates, the percentage of Pulaski County residents identifying as White alone is 56.7%, meaning the percentage of minority residents is 43.3%. With a growing percentage of UA Little Rock students participating in on-line programs, it is also helpful to look at state-wide statistics, which indicate the percentage of minority residents in [Arkansas](#) as of July 2022 is 28.7%. While the minority student population at UA Little Rock is still lower than in Pulaski County, the overall student population at the university is more diverse than the state as a whole.

Table 1: UA Little Rock Minority Student Enrollment for Fall 2012 through Fall 2022

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African-American	2,903	2,856	2,694	2,687	2,625	2,603	2,408	2,150	2,052	1799	1774
Hispanic	345	358	351	414	417	407	402	362	281	204	251
Amer. Ind/Alaskan	37	42	45	37	33	34	28	40	53	65	66
Asian/Hawaiian/Pacific Islander	309	319	269	275	268	228	218	209	205	201	193
Two or more races	688	785	859	988	1,027	988	978	1,019	957	921	871
Total Minority	4,282	4,360	4,218	4,401	4,370	4,260	4,034	3,780	3,548	3190	3155
Minority/Total	33.3%	35.2%	36.2%	37.0%	37.5%	36.6%	38.4%	39.5%	39.9%	38.5%	38.5%
White	7,797	7,326	6,784	6,857	6,692	6,639	5,827	5,233	4,839	4556	4443
Non-resident Alien	545	498	480	481	464	638	573	510	439	456	535
Unknown	248	193	163	152	139	87	81	58	73	93	64
Total Students	12,872	12,377	11,645	11,891	11,665	11,624	10,515	9,581	8,899	8295	8197

Source: UALR Office of Institutional Research

First-Time Undergraduate Minority Enrollment for Fall 2012-2022

UA Little Rock’s first-time undergraduate minority enrollment peaked at 516 students in Fall 2018 and has declined steadily in the years since, mirroring the decline in total enrolled first-time students since Fall 2015. The number of minoritized population first-time freshmen as a percentage of total first-time freshmen peaked at 63% in Fall 2018, falling to 56.6% in Fall 2020 and then to 45.9% of total first-time students in Fall 2022. This puts first time minority undergraduate enrollment at the lowest percentage in eleven years, indicating a need for increased focus on recruitment and retention of this student population.

Table 2: UA Little Rock First Time in College Undergraduate Minority Enrollment Fall 2012-2022

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African-American	202	210	209	254	218	215	187	127	105	87	153
Hispanic	40	30	31	50	59	43	34	21	24	12	25
Amer.Ind/Alaskan	27	17	16	28	35	17	18	10	5	13	8
Asian/Hawaiian/Pacific Islander	1	2	2	2	3	1	3	4	2	15	20
Two or more races	140	119	122	182	149	142	137	185	156	120	46
Total Minority	410	378	380	516	464	418	379	347	292	247	252
Minority/Total	48.4%	56.3%	51.8%	59.4%	57.0%	54.4%	63.1%	59.4%	56.6%	51.4%	45.9%
White	397	260	333	322	328	313	189	212	201	214	268
Non-resident Alien	39	33	21	25	16	34	30	24	21	18	25
Unknown	1	0	0	5	6	1	3	1	2	2	4
Total Students	847	671	734	868	814	766	601	584	516	481	549

Source: UALR Office of Institutional Research

Undergraduate Minority Enrollment for Fall 2012-2022

Total undergraduate minority enrollment matches the downward trend of the overall university enrollment, an issue across the nation. While the total number of students enrolling in college has decreased, the percentage of undergraduate minority students enrolled at UA Little Rock has remained fairly steady since Fall 2018, with slight increases in the percentage of minority students enrolled in Fall 2019 and Fall 2020 (42.6% and 43.1%, respectively) and slight decreases in Fall 2021 and Fall 2022 (42.0% and 42.8%, respectively). While the minority population of undergraduate and high school concurrent enrollments has fluctuated slightly, the percentage of minority students enrolled over the last four years is still above the Fall 2018 percentage of 41.7% of total enrollment. See Table 3 below.

Table 3: Undergraduate & High School Concurrent Enrollment for Fall 2012-2022*

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African-American	2,423	2,405	2,290	2,295	2,235	2,216	2,038	1,799	1,697	1449	1471
Hispanic	293	310	314	364	377	358	341	315	242	177	211
Asian	262	270	230	236	232	207	188	167	154	54	147
Amer. Ind./Alaskan	26	32	32	27	27	24	18	27	41	150	59
Hawaiian/Pac Islander	0	1	0	0	0	0	0	0	0	0	0
Two or more races	629	727	800	921	944	886	868	933	887	845	784
Total Minority	3,633	3,745	3,666	3,843	3,815	3,691	3,453	3,241	3,021	2675	2672
Minority/Total	35.2%	37.6%	39.1%	40.1%	40.7%	39.6%	41.7%	42.6%	43.1%	42.0%	42.8%
White	6,189	5,816	5,360	5,446	5,325	5,303	4,526	4,097	3,739	3454	3375
Non-resident Alien	312	271	230	189	163	307	291	249	206	189	845
Unknown	177	138	128	97	71	23	16	26	38	53	26
Total Students	10,311	9,970	9,384	9,575	9,374	9,324	8,286	7,613	7,004	6371	6236

*Includes Undergraduates (which includes Post-Baccalaureate) & High School Concurrent Students

Source: UALR Office of Institutional Research

Total Undergraduate Minority Enrollment by Academic Year 2012-2022

Table 4 below shows unduplicated undergraduate minority enrollment for the entire academic year (as opposed to the fall census snapshot). Note that AY 2022-23 does not account for off-schedule summer 2023, as that data is not currently available. Like our total enrollment, undergraduate minority enrollment has decreased since 2017-18. As enrollment numbers begin to rebound at UA Little Rock, efforts will continue to ensure that minority enrollment follows suit.

Table 4: Unduplicated Undergraduate Enrollment for AY 2012-13 through 2022-23*

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
African-American	3,009	2,949	2,893	2,842	2,705	2,642	2,515	2,234	1,950	1921	1915
Hispanic	335	327	347	375	412	565	485	319	252	236	240
Asian/Hawaiian/ Pacific Islander	273	266	253	251	237	224	233	198	175	203	187
Amer. Ind/ Alaskan	35	39	39	38	31	28	24	40	47	65	69
Two or More Races	580	652	724	824	863	832	863	989	944	1017	962
Total	4,232	4,233	4,256	4,330	4,248	4,291	4,120	3,780	3,368	3442	3373

*Includes only Undergraduates (which includes Post-Baccalaureate). AY 2022-23 does not account for Off-Schedule Summer 2023. This data is currently not available.

Source: UALR Office of Institutional Research

Graduate Student Minority Enrollment for Fall 2012-2022

UA Little Rock’s overall graduate student enrollment (Table 5 below) declined sharply in 2014, showed modest growth through Fall 2018, but has declined since that time. Most of the individual minoritized population categories show leveling or declining enrollment over the eight-year period since 2013. Asian/Pacific Islander students showed increasing enrollments through 2021, but have fallen off a bit in Fall 2023. Hispanic students and students identifying as 2 or more races both showed an increase in enrollment numbers in Fall 2023, up 13 and 9 students respectively. The continued decline of African American student enrollments is a concern and must be addressed more consistently going forward.

Table 5: Graduate Student Fall Semester Minority Enrollment (including Law School)*

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2023
African-American	480	451	404	392	390	387	370	351	355	350	303
Hispanic	52	48	37	50	40	49	61	47	39	27	40
Asian/Hawaiian/ Pacific Islander	47	48	39	39	36	21	30	42	51	51	46
Amer. Ind/ Alaskan	11	10	13	10	6	10	10	13	12	11	7
Two or More Races	59	58	59	67	83	102	110	85	70	76	87
Total Students	649	615	552	558	555	569	581	538	527	515	483

*Includes Graduate & Law Students. Source: UALR Office of Institutional Research

Minority Recruitment and Retention Data

UA Little Rock records minority student enrollment information for every term of the academic year. It also maintains a cohort database that allows the tracking of retention and graduation rates by any field, including ethnicity. The recruitment and retention data in this report is based on fall enrollment census data, with a few exceptions. Additional minority enrollment data can be found on the website of the UALR Office of Institutional Research via interactive dashboards covering

enrollment trends, student body profiles, and other institutional data:
<http://ualr.edu/institutionalresearch>.

Retention

The total minority student one-year retention rate increased for the Fall 2022, with the second highest level of retention in the last ten years (see Table 6). This is similar to the enrollment recovery for White students, although at 73.3% minority retention was more robust than retention for White students (70.3%). This increase in retention was seen in every racial/ethnic group among UA Little Rock undergraduates, with retention rates considerably higher than 2021, although not as strong as in Fall 2020. Even with the improvement in retention rates, the percentages of African American students and students identifying as two or more races were lower than the average minority retention rates, again indicating that there need to be renewed efforts to retain these student populations.

Table 6: Minority Students One-Year Retention Rates for Entering Undergraduates*

	Fall 2012 Returned Fall 2013	Fall 2013 Returned Fall 2014	Fall 2014 Returned Fall 2015	Fall 2015 Returned Fall 2016	Fall 2016 Returned Fall 2017	Fall 2017 Returned Fall 2018	Fall 2018 Returned Fall 2019	Fall 2019 Returned Fall 2020	Fall 2020 Returned Fall 2021	Fall 2021 Returned Fall 2022
African-American	66.7%	65.7%	67.5%	60.4%	66.0%	66.0%	56.5%	70.7%	60.2%	66.2%
Hispanic	76.9%	83.3%	80.6%	78.7%	78.8%	72.5%	61.8%	90.5%	79.2%	81.8%
Asian/Hawaiian/ Pacific Islander	87.5%	87.5%	93.8%	77.8%	82.4%	81.3%	94.1%	90.0%	50.0%	80.0%
Amer. Indian/Alaskan	0%	100.0%	100.0%	100.0%	33.3%	-	100.0%	100.0%	50.0%	90.9%
Two or More Races	74.1%	72.8%	76.7%	71.9%	63.0%	69.6%	65.1%	72.1%	65.6%	66.2%
Total Minority	71.4%	70.5%	73.0%	67.4%	67.6%	68.5%	62.3%	73.5%	64.6%	73.3%
White	65.9%	70.2%	70.6%	71.0%	71.6%	64.9%	71.5%	71.4%	64.2%	70.3%
Non-Resident Alien	86.8%	84.8%	66.7%	76.0%	75.0%	76.7%	83.3%	69.6%	63.2%	64.7%
Unknown	100%	-	-	60.0%	66.7%	-	50.0%	100.0%	100.0%	100%
Total Students	69.6%	71.1%	71.7%	68.9%	69.3%	67.4%	66.2%	72.6%	64.6%	71.7%

*Includes first-time, full-time undergraduates only; Source: UALR Office of Institutional Research

Completion

After two years of decreases in the six-year minority student graduation rate for first time in college students at UA Little Rock, the graduation rate for the Fall 2016 to Summer 2022 cohort remained level at 36.0%, while the six-year graduation rate for all students in this same cohort dropped by 1.8%. Whereas graduation rates increased for Asian/Pacific Islander (66.7% to 73.5%) and Hispanic students (30.4% to 40.4%), graduation rates for African American students dropped from 29.1% to 26.8%. The graduation gap between non-minority and minority students has narrowed across the last seven years from a 5.2% gap to a 4.0% gap. The graduation gap between White and African-American students had increased from 8.6% in 2016 to 14.8% in 2021, but has narrowed again to 10.8% for the cohort graduating in Summer 2022. That this graduation gap has increased for first time in college students since 2016 is of great concern and efforts must continue to continue closing this gap for the upcoming student cohorts.

Table 7: Six-Year Graduation Rates for First-time in College Undergraduates*

	Fall 2010 – Summer II 2016		Fall 2011 - Summer II 2017		Fall 2012 - Summer II 2018		Fall 2013 – Summer II 2019		Fall 2014 - Summer II 2020		Fall 2015 – Summer II 2021		Fall 2016 – Summer II 2022	
	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%
African-American	38/187	20.3%	69/248	27.8%	69/195	35.4%	67/201	33.3%	65/197	33.0%	68/234	29.1%	56/209	26.8%
Amer. Indian/ Alaskan	0/0	-	0/3	0.0%	0/1	0.0%	1/2	50.0%	1/2	50.0%	2/2	100%	1/3	33.3%
Asian/Hawaiian/ Pacific Islander	10/24	41.7%	11/20	55.0%	14/24	58.3%	11/16	68.8%	11/16	68.8%	18/27	66.7%	25/34	73.5%
Hispanic	11/38	28.9%	12/33	36.4%	16/39	41.0%	13/30	43.3%	13/31	41.9%	14/46	30.4%	21/52	40.4%
Two or More Races	14/43	32.6%	9/34	26.5%	54/139	38.8%	59/114	51.8%	51/120	42.5%	69/166	41.6%	57/146	39.0%
Total Minority	73/292	25.0%	101/338	29.9%	153/398	38.4%	151/363	41.6%	141/366	38.5%	171/475	36.0%	160/444	36.0%
White	124/429	28.9%	147/439	33.5%	131/370	35.4%	103/238	43.3%	141/313	45.0%	126/287	43.9%	115/306	37.6%
Non-Resident Alien	15/26	57.7%	16/28	57.1%	21/38	55.3%	16/33	48.5%	9/21	42.9%	14/25	56.0%	12/16	75.0%
Unknown	5/22	22.7%	19/66	28.8%	1/1	100.0%	-	-	-	-	1/5	20.0%	2/3	66.7%
Total Non-Minority	144/477	30.2%	182/533	34.1%	153/409	37.4%	119/271	43.9%	150/334	44.9%	141/317	44.5%	129/135	40.0%
Total Students	217/769	28.2%	283/871	32.5%	306/807	37.9%	270/634	42.6%	291/700	41.6%	312/792	39.4%	289/769	37.6%

*Includes first-time in college, full-time undergraduates only. This statistic only counts students who started at UALR as first-time, full-time undergraduates and does not take into account transfer students or part-time students who take longer than six years to graduate. For categories with small numbers of first-time, full-time freshman, the differences may not be statistically meaningful. Source: UALR Office of Institutional Research

Summary of Minority Student Recruitment and Retention

UA Little Rock remains a diverse campus and is reflective of the overall Arkansas population. While Fall 2022 minority student enrollment is lower than in 2019 and 2020, minority student enrollment remained stable at 38.5% for both Fall 2021 and 2022. This is reflective of similar declines in total student enrollment across the university. Further, minority enrollment, as a percentage of total student enrollment, was the third highest percentage across the last eleven years (38.5%). Undergraduate minority student enrollment has decreased along with overall enrollment declines. For first time in college undergraduate students, the percentage of minority enrollment peaked at 63% in Fall 2018, falling to 56.6% in Fall 2020 and then to 45.9% of total first-time students in Fall 2022. Overall undergraduate minority student enrollment has remained fairly steady from Fall 2018, ranging from 41.7% in Fall 2018 to 42.8% in Fall 2022. For graduate students, minority student enrollment has declined steadily since Fall 2018, reaching its lowest level in eleven years at 483 minority students in Fall 2023, down from a high of 649 students in Fall 2012, mirroring the overall enrollment decline at UA Little Rock. This decrease is largely due to decreases in African-American and Asian students, as enrollment numbers for Hispanic students and those of two or more races have increased this year. An important enrollment challenge for the next few years is to increase African American graduate student enrollment, as well as to build on the current increase in Hispanic students.

Due to small cohort sizes, retention rate comparisons among race/ethnic categories are not possible. While the completion rate for all minority students had risen each year from the 2010-2016 cohort to the 2013-2019 cohort to reach 41.6% in 2019, there was a decrease in graduation rates in 2020 and again in 2021. However, it is important to note that the graduation rate of minority students, as a whole, continues to show a general increase, with an 11% overall increase over the last eight years (25% to 36%) for first time in college students, and those completion rates held steady for Fall 2022. One-year retention rates for first time in college minority undergraduates also saw an improvement in Fall 2022.

Initiatives for Minority Student Recruitment and Retention

The UA Little Rock [Multicultural Center](#) was established in October 2018 and expanded in 2020 with dedicated physical space in the Ottenheimer Library, funding, including Donaghey Foundation funds to support inclusive programming and training, and staffing to further the mission of the university. The mission of the Multicultural Center is to “support all students by providing culturally-responsive programming and education to promote student success, personal growth, and a culture of respect and inclusion” (p.1). The Multicultural Center aims to create a campus climate of inclusion for all who learn and work at UA Little Rock. The [goals](#) of the Center reflect broad support for students and are as follows:

- GOAL 1: Increase underrepresented student involvement in student success efforts such as leadership development programs and retention initiatives
- GOAL 2: Provide culturally-responsive and relevant programming and services in collaboration with student organizations and other entities on campus and in the community.

- GOAL 3: Create a safe and welcoming culture through dialogue and relationship building by providing a welcoming gathering space for all students.
- GOAL 4: Build, Increase, and/or Sustain Student Capital (Cultural, Social, Financial, etc.)
- GOAL 5: Obtain and sustain external funding for the Center (UALR Multicultural Center, 2022, p. 1).

The Multicultural and Student Experience Centers, under the leadership of the Assistant Vice Chancellor for Student Affairs, include a number of student-focused initiatives such as Fraternity and Sorority Life, the UA Little Rock Summer Bridge Academy, Dr. Charles W. Donaldson Scholars Academy, and Chancellor's Leadership Corps. Each of these initiatives supports diversity, inclusion, and student retention in some way. These initiatives that specifically support minority recruitment and/or retention are presented in more detail below:

- The [Student Affairs Diversity Initiatives \(SADI\)](#) (previously Student Services Success Initiatives - SSSI) are housed within the Multicultural Center. The SADI program includes three student success programs designed to empower, support, and assist African American and Hispanic/Latino students to increase retention and graduation rates. These include the African American Male Initiative (AAMI), the African American Female Initiative (AAFI), and the Hispanic/Latino Initiative (HLI). A fourth program, the SADI Mentorship Program, connects first time in college, first-year, and transfer students with peer and professional (faculty or staff) mentors who work with students to ease the transition into college. Student participants seeking peer mentors are partnered with upper class students who have excelled academically and exemplified strong leadership skills. The mentors work with their assigned students throughout their first year at the university.

The SADI Student Development Model reflects a holistic approach, providing specialized programming designed to assist students with making the transition to college, understanding the institutional milieu, developing necessary academic skills, and achieving success both inside and outside of the classroom. High expectations, early interventions, and intrusive interactions form the operational base of these multifaceted programs. Through SADI, students participate in numerous relationship-building activities and workshops throughout the year. Students rely on their mentors to answer questions regarding the university and for guidance to resources for academic support.

The Multicultural Center also provides programming to ease the transition from high school to college for incoming freshmen. Examples of these programs are below:

- The [UA Little Rock Summer Bridge Academy](#) (SBA) is a residential program aimed at preparing incoming freshmen for college-level work by eliminating the need for them to take developmental math and composition courses, as well as offering them an opportunity to acclimate to campus. Participating students receive personalized instruction in math, reading, writing, and test-taking strategies. SBA students also interact with a team of professional and peer mentors who provide encouragement and support as participants adjust to college life.

- [The Trojan Leadership, Engagement, and Development \(L.E.A.D.\)](#) program is designed to prepare SADI participants for leadership in the UA Little Rock community. Through this program students learn the value of self-reflection, learn about different definitions and types of leadership, and gain exposure to leaders in different fields.

UA Little Rock hosts a number of other initiatives and culturally relevant and responsive programs that serve low-income, historically underrepresented, and first-generation students.

- [TRIO Programs: Ronald E. McNair Scholars Program](#) and [Student Support Services \(SSS\)](#) are federally funded programs reporting to the Office of the Provost. The McNair Scholars Program has been on the UA Little Rock campus since 1991. This program is designed to provide educational experiences that will prepare first-generation, low-income students and historically under-represented students of color for graduate study. The program provides skill building seminars, research, faculty mentorship, and graduate school admission assistance. TRIO Student Support Services (SSS) was established at UA Little Rock in 1978 and serves federally eligible UA Little Rock students with a disability, who are low-income, or who are first-generation college students toward completion of their post-secondary education. The program provides a broad range of services and resources, including tutoring, individual counseling/advising, graduate school visits, workshops for college and career success, and information on financial and economic literacy.
- [The First Year Experience Course](#) is a graduation requirement for all first time, first year entering freshman and transfer students with fewer than 12 hours completed. The course is designed to help first year college students transition into the university by acclimating students to campus, providing college study strategies, and guiding students through self, major, and career exploration.
- [Trojan SOAR Learning Communities](#) (TSLC) place first year students in a cohort of peers enrolled in both a first year experience course and a shared composition course. The TSLC serves to ease the transition to college, providing a shared experience with others who share academic goals, attitudes, and collaborations with faculty.
- [Student Success Programs](#) are programs for all UA Little Rock students, including minority students, that provide experiences that help develop the skills needed to actively engage as a member of an inclusive community, develop personal competence, agency, resilience, and live a healthy and balanced life during and beyond college. In addition to several of the programs described above, Student Success programs include:
 - ❖ [Learning Commons and Academic Assistance Centers](#) provide a common space in Ottenheimer Library in which students are able to access a variety of supportive services, including tutoring in a wide range of subjects. Within the space, students can receive tutoring from the Communication Skills Center, Math Assistance Center, University Writing Center, World Languages Center, and Trojan Tutoring (for core courses not served by one of the other centers).
 - ❖ Access to Student Success Coaches and Child Care Support is offered through the [Academic Affairs Retention Office \(AARO\)](#). Coaches offer one on one support in a variety of areas many students find challenging, including time management skills, test-taking, reaching out to faculty, and getting involved on campus. Child Care Connections

services work with UA Little Rock students to navigate child care decisions, provide additional support to parents of young children, and connect low-income and single parent undergraduate students with grant funding to supplement child care expenses.

- ❖ [The Care Team](#), initially created during the pandemic, exists to assist current UA Little Rock students with situations that can potentially disrupt a student’s academic progress. The goal is early intervention, coordination of assistance, and connecting students with campus and community resources to maintain academic and social well-being. The Care Team is comprised of student-focused administrators from across campus who review cases of students in need of assistance and then work to coordinate appropriate outreach and follow-up.
- **Student Support Specialists** are licensed social workers available to provide case management and additional support for UA Little Rock students through unexpected and challenging issues that may have a negative effect on academic success. The Student Support Specialists can also assist students who need additional support to apply for emergency funds when financial stress is a primary issue. As of March 2023, there is now a Student Support Specialist housed in each main campus college.
- There are many additional [campus and community resources](#) in place at UA Little Rock that support the health and well-being of students as well as student retention. This includes Counseling Services, Health Services, the Disability Resource Center, and the Career Center.

III. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

Faculty

In 2022, with 348 (down from 362) total faculty, the largest minority faculty group was comprised of 45 faculty members who identified as Asian/Pacific Islander, an increase of 3 faculty since 2021 (see Table 8 below). The other groups with substantial numbers of faculty were African American, with 23 faculty (down 1 faculty since 2021), and Hispanic faculty with ten faculty, an increase of one since 2021. Overall numbers of minority faculty decreased from 95 to 94, but it should be noted that the total number of full-time faculty at UA Little Rock decreased from 362 in 2021 to 348 in 2022.

Table 8: UA Little Rock Minority Full-Time Faculty by Ethnic/Racial Category and Rank: 2022

	Chair	Dist. Professor	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African-American	1	0	3	7	11	1	23
Hispanic	0	0	2	4	2	2	10
Asian/Pacific Islander	3	1	16	14	9	2	45
Native American	0	0	0	0	1	0	1
2 or More Races	0	0	0	0	0	1	1
Unknown	0	1	1	4	3	5	14
Total Minority*	4	2	22	29	26	11	94

Source: UALR Department of Human Resources; *Excludes Unknown

As seen in Table 9, the total number of minority full-time faculty in 2022, excluding those who did not provide information on race/ethnicity, decreased by two as compared to the total number in 2021 (82 v 80). The number of African-American faculty members decreased by 1, but Hispanic and Asian/PI faculty both increased (+1 and +3 respectively). In 2022 there were 348 full-time faculty members (July 1, 2022 through May 15, 2023) with 80 minority faculty members. This means 23% of UA Little Rock full-time faculty identify as part of a minority group (down from 26% last year). See Appendix A for a listing of minority faculty by rank.

Table 9: Full-Time Faculty by Ethnic/Racial Category from 2018 to 2022

	2018	2019	2020	2021	2022
African-American	26	24	25	24	23
Hispanic	9	11	7	9	10
Asian/Pacific Islander	50	48	45	42	45
Native American	1	1	1	1	1
2 or More Races	-	6	9	6	1
Unknown	21	18	13	13	14
Total (Excluding Unknown)	86	90	87	82	80

Source: UALR Department of Human Resources:

*There are 348 full time faculty members from July 1, 2022 – report run date of May 15, 2023.

For 2022, UA Little Rock set a goal of full-time minority faculty that is greater than the five-year average percent of faculty who are part of a minoritized group. The 5-year averages, presented by race/ethnicity, are shown in the Goals column of Table 10. The status column shows the difference in the percentage of minority faculty as compared to those five-year averages. For 2022, there was a decrease of .5% from the 5-year average percentage of minority faculty overall. This was primarily due to the change in the percentage of faculty who identify as two or more races; however, the percentage of African American faculty also decreased by .3% in 2022. The percentages of Hispanic, Asian/Pacific Islander, and Native American faculty as compared to total faculty increased slightly or stayed the same. Goals for next year will be set in conjunction with updated university diversity goals and strategies. See Appendix B for a listing of all minority faculty hires by appropriated titles.

While the goal of exceeding the five-year average of minority faculty was not met, the total percentage of minority, full-time faculty increased slightly from 22.7% in 2021 to 23% in 2022. While this exceeded established goals for previous years for total percentage of minority, full-time faculty (17.8% based on the Digest of Educational Statistics), this does not meet newly established goals of improving upon our previous statistics. Future goals will focus on improving the percentage of minority faculty by 5%, which will require concentrated recruitment and retention efforts on the part of the university.

Table 10: UALR Minority Full-Time Faculty Percent Compared to Goals

	2018	2019	2020	2021	2022	Goal	Status
African-American	6.2%	6.6%	6.9%	6.6%	6.6%	6.9%	-0.3%
Hispanic	2.8%	3.0%	1.9%	2.5%	2.9%	2.4%	0.5%
Asian/Pacific Islander	12.3%	13.2%	12.5%	11.6%	12.9%	12.4%	0.6%
Native American	0.3%	0.3%	0.3%	0.3%	.3%	0.3%	0.0%
2 or More Races	1.5%	1.7%	2.5%	1.7%	.3%	1.54%	-1.24%
Total Percentage	23.1%	24.8%	24.2%	22.7%	23.0%	23.5%	-0.5%

Source: UALR Department of Human Resources. *There are 348 full time faculty members from July 1, 2022 – report run date of May 15, 2023.

As seen in Table 11, there were nine minority faculty new hires in 2022, an improvement over 2021 with 4 minority faculty hires (excluding the “unknown” category). Of these new faculty, three identified as African-American, one identified as Hispanic, four identified as Asian/Pacific Islander, and one identified as two or more races.

Table 11: New Faculty Minority Hires 2018 to 2022

	2018	2019	2020	2021	2022
African-American	4	1	4	1	3
Hispanic	0	1	1	0	1
Asian/Pacific Islander	5	1	0	3	4
Native American	0	1	0	0	0
2 or More Races	0	0	0	0	1
Unknown	1	0	0	4	0
Total	10	4	5	8	9

Source: UALR Department of Human Resources

Minority Faculty Retention

To date, UA Little Rock has not tracked minority faculty retention in a systematic way and this will need to become a part of our employee tracking in the future. Based on the data presented in Table 11, the five-year average of new minority faculty hired is 6.2 per year, with nine new hires in 2022. Ideally, this would result in an increasing number of minority faculty at UA Little Rock and, with a greater than average number of minority faculty hires in 2022, there was a slight increase in minority faculty as a percentage of total faculty from 2021 to 2022. However, the percentage of minority faculty has decreased by .5% from the five-year average (2018-2022).

Table 9 shows that the total number of minority-identified faculty members has fluctuated over the last five years, ranging from a high of 90 in 2019 to a low of 80 in 2022. Even with

retirements and the continuing overall decline in faculty size at UA Little Rock, we should expect to see an increase in minority faculty numbers, given the increase in minority faculty hires in 2022. This suggests that minority faculty retention must become a priority in the coming years with a need for innovative approaches to hiring and retaining these faculty members. The UA Little Rock [Faculty Mentoring Program](#) is one initiative that supports new faculty in navigating the university and in identifying resources and additional supports for faculty development. Informal assessment of the program after its first several years shows strong support by both mentors and protégés who participated in the program. Recruitment and retention of BIPOC (Black, Indigenous, and People of Color) faculty is also included in the five-year Academic Affairs Component Strategic Plan (forthcoming) under Goal 2, Inclusivity and Diversity, which aligns with the Institutional Experience goal. This focus is currently presented as Objective 2: Enhance a sense of belonging among people of various backgrounds, identities, perspectives, and skills, Strategy 1: Increase the number of faculty and staff of color and from underserved groups to better represent the demographics of our student population.

Staff

In 2022, there were 824 total staff at UA Little Rock as shown in Table 12 below. Of that number, 316 (excluding unknown), or 38.9%, were members of minoritized populations. This is a slight decrease from 2021, when 39.5% of the staff were members of minoritized populations. As in previous years, African Americans made up the largest percentage of this population with 255 staff members (29.1% of total staff), followed by Hispanic staff members (28, 3% of total staff), and Asian/Pacific Islander staff (19; 2% of total staff).

Table 12: Full-Time Staff by Ethnic/Racial Category and EEO Position Category: 2022

	African-American	Hispanic	Asian/Pacific Islander	Native American	White	2 or More Races	Unknown	Total
Exec/Admin/Managerial	23	0	4	0	73	0	0	100
Faculty/Librarian	2	0	0	0	7	0	0	9
Professional	145	20	6	3	258	5	6	443
Clerical/Secretarial	16	0	1	1	24	0	3	45
Tech/Paraprofessional	34	7	8	1	109	4	3	166
Skilled Crafts	3	0	0	0	14	0	0	17
Service/Maintenance	32	1	0	0	11	0	0	44
TOTAL	255	28	19	5	496	9	12	824

Source: UALR Department of Human Resources

Table 13 below shows that the total number of minority staff members at UA Little Rock fluctuated over the previous five years, but decreased significantly in 2021, falling to the lowest total in the last seven years. This is consistent with the decreased number of all staff on campus as the university has seen consistent downsizing of departments in light of decreased enrollment

in recent years. The number of minority staff members in 2022 increased to 316, which is more in line with previous years. See Appendix C for numbers of minority staff by appropriated titles.

Table 13: Full-Time Staff by Ethnic/Racial Category from 2018 to 2022

	2018	2019	2020	2021	2022
African-American	284	262	251	199	255
Hispanic	16	28	12	17	28
Asian/Pacific Islander	13	13	14	11	19
Native American	5	1	2	2	5
2 or More Races	11	30	46	28	9
Unknown	18	7	8	6	12
Total (Excluding Unknown)	329	327	317	257	316

Source: UALR Department of Human Resources

Table 14 shows that in 2021 the number of minority staff hires increased by 23 from 2020, due to hiring freezes in 2020. Following that rebound, the number of new hires in 2022 decreased to 45. African American hires represented 66.7% of all minority hires in 2022, although the actual number of African American hires at 30 was lower than in previous years with the exception of 2020. The number of Hispanic staff hires increased by 2 and represented 17.8% of all minority hires for 2022. Asian/Pacific Islander and Native American hires each represented less than 8% of total minority hires in 2022. See Appendix D for numbers of minority staff hired in 2022 by appropriated state titles.

Table 14: New Minority Staff Hires from 2018 to 2022

	2018	2019	2020	2021	2022
African-American	31	46	21	41	30
Hispanic	6	11	0	6	8
Asian/Pacific Islander	1	2	3	5	3
Native American	-	1	1	0	0
2 or More Races	1	2	6	2	2
Unknown	6	2	4	4	2
Total	45	64	35	58	45

Source: UALR Department of Human Resources

Initiatives for Minority Faculty/Staff Recruitment and Retention

The UA Little Rock administration, in collaboration with the Diversity Council, academic departments, and the Department of Human Resources, are working to improve recruitment efforts to hire more minority faculty and staff. The Office of Human Resources has implemented a new applicant tracking system in the last several years that greatly assists the institution in tracking minority applicants and hires. This office has been proactive in assisting hiring units with minority recruitment efforts and EEO compliance, including training opportunities for

search committees. Some of the most recent UA Little Rock efforts to increase minority faculty and faculty retention include:

1. The current UA Little Rock Strategic Plan includes a goal (Goal 5) exclusively devoted to improving diversity, inclusion, equality, and global understanding in the campus community. Objective 2 of Goal 5 specifically deals with the recruitment and retention of underrepresented faculty and staff throughout the institution, particularly in supervisory and managerial roles.
2. The university is currently in the process of finalizing the UA Little Rock Strategic Plan for the next five years. Each functional area of the university will utilize Institutional Goals as the foundation for their component plan goals. Institutional Goal 2, Experience, states the following: Improve the student, faculty, and staff experience by cultivating an engaging campus community that promotes diversity, equity, and inclusivity. As noted previously, Academic Affairs will build on Goal 2 with a focus on recruitment of faculty and staff persons of color and from underserved groups to better reflect our student population.
3. In January 2022, the Chancellor hired the first Chancellor's Fellow for Diversity, Equity, and Inclusion (DEI). The DEI Fellow is responsible for coordinating and supporting all diversity, equity, inclusion, and belonging initiatives on campus, advises the Chancellor and Chancellor's Cabinet on DEI matters, and is a member of the Chancellor's Cabinet and the Chancellor's Race and Ethnicity Advisory Committee.
4. In an effort to expand cultural competency and develop a more welcoming environment, UA Little Rock partnered with Just Communities of Arkansas (JCA) to conduct a cultural assessment of faculty and staff in the 2022-23 academic year. The Chancellor's Cabinet, Provost's Leadership Council, and academic unit heads were able to participate in diversity, equity, and inclusion workshops with the JCA as well.
5. Each month, on the Diversity web page, the DEI Fellow provides Heritage Month Statements recognizing the historical legacies of identities while also providing opportunities to enhance intercultural competence.
6. In the 2022-23 academic year, there were a number of opportunities to participate in events that contribute to diversity efforts on campus. The goal of these efforts is to "help support existing efforts to recruit and retain faculty, staff, and students" and to provide resources that will ultimately enrich their experiences at the university. Overall, efforts from the Chancellor's Fellow for Diversity, Equity, and Inclusion, the Diversity Council, and the Racial Barriers Committee are in place to help create and sustain a welcoming, inclusive campus experience for all. Events that contributed to these goals include:
 - a. Continuing Inclusive and Inspiring Speakers Series- Monica Guzman- "I Never Thought of it That Way"
 - b. National Day of Racial Healing -Lynching Panel Discussion
 - c. Second annual Juneteenth Celebrations sponsored by the Chancellor's Office and the Alumni Association
 - d. LGBTQIA+ History Month Panel Discussion

- e. Bowen Law School Faculty Colloquium Speakers Series
- 7. The Chancellor's and Provost's offices continued to provide statements on such important matters as Black History Month, Violence against HBCUs, Mass Shootings, and Pride month.
- 8. While the Faculty Salary Study conducted in 2021 and 2022 did not show evidence of systemic salary discrimination on the basis of race and ethnicity at UA Little Rock, the study results were utilized to provide market salary adjustments to ensure equity within academic units based on rank.
- 9. The Chancellor issued a new charter for a reconstituted Diversity Council that will play a more significant role in working towards institutional goals set by the updated strategic plan for UA Little Rock. The mission of the UA Little Rock Diversity Council is to improve diversity, inclusion, equality, and global understanding within the campus community by promoting dialogue, providing information, and fostering respect for all students, faculty, and staff. Appointments to the Diversity Council were extended an extra year to allow opportunity for a rebuilding year following the challenges of the pandemic.

The UA Little Rock Diversity Council's charge includes:

- a. Develop strategies to strengthen faculty, staff, and student support and retention;
 - b. Examine the campus climate with a broad definition of diversity, including, but not limited to, race/ethnicity, gender, ability, sexual orientation, economic status, and/or religious and spiritual practices;
 - c. Comment on policy related issues including ways in which current policy strengthens or detracts from the diversity of the composition of the faculty, staff, and student body;
 - d. Present recommendations to the Chancellor that include strategies, individuals responsible for specific actions, timelines for implementation, and measurable outcomes that reflect continuous improvement of campus climate and diversity ([Diversity Council Charter, 2021](#), p. 1).
10. The UA Little Rock Faculty Mentoring Program is designed to help new university faculty successfully navigate their overall development and was expanded this year to support the development of not only tenure-track faculty, but also non-tenure track and visiting faculty.

IV. MONITORING

The Office of Institutional Research and the Office of Human Resources will continue to provide the institution with data to inform decision-making about achieving institutional goals related to recruitment and retention of a diverse population of faculty, staff, and students.

The Department of Human Resources provides enhanced monitoring and support of recruitment efforts via the electronic applicant tracking system and improved monitoring of the recruitment process.

V. CONCLUSION

In order to support the various initiatives as presented in this report, we estimate that the University spends approximately \$850,000 annually. Assessment of the effectiveness of the plan for minority recruitment and retention will be through the tracking and reporting of the number of minority faculty, staff and students to determine if progress is being made in the recruitment and retention of a diverse faculty, staff and student body. Institutional goals included in the UA Little Rock Strategic Plan will also have measurable strategies and objectives that will improve the assessment of recruiting and retention initiatives. A statement of these goals, corresponding data, and evaluation measures will be offered annually. This will provide an overview of the current status and annual changes in the numbers of faculty, staff, and students at UA Little Rock who are from minoritized populations. Recognizable increases in those areas will provide indication that established initiatives and recruitment processes outlined in the plan are working as designed.

**APPENDIX A
MINORITY FACULTY BY RANK***

Position Title	African American	Asian/ Pacific Islander	Hispanic	Native American	Two or More Races	Unknown	Grand Total
Assistant Professor - 12 month	3	0	0	0	0	0	3
Assistant Professor - 9 month	8	9	2	1	0	3	23
Associate Professor - 12 month	1	0	0	0	0	0	1
Associate Professor - 9 month	6	14	4	0	0	4	28
Department Chairperson - 12 month	1	3	0	0	0	0	4
Distinguished Professor - 9 month	0	1	0	0	0	1	2
Instructor - 12 month	1	0	0	0	0	1	2
Instructor - 9 month	0	2	2	0	1	4	9
Professor - 12 month	0	1	0	0	0	0	1
Professor - 9 month	3	15	2	0	0	1	21
Total	23	45	10	1	1	14	94

* Source: UALR Department of Human Resources: Due to hires and separations, numbers reflected in this table may vary from the figures in Table 8.

**APPENDIX B
MINORITY NEW HIRE
FACULTY BY APPROPRIATION TITLE***

Position Title	African-American	Hispanic	Asian/ Pacific Islander	Native American	2 or More Races	Unknown	Total
Assistant Professor - 12 MONTH	0	0	0	0	0	0	0
Assistant Professor - 9 MONTH	1	1	3	0	0	0	5
Associate Professor - 12 MONTH	0	0	0	0	0	0	0
Associate Professor - 9 MONTH	1	0	0	0	0	0	1
Professor - 12 MONTH	0	0	0	0	0	0	0
Professor - 9 MONTH	0	0	0	0	0	0	0
Instructor - 12 MONTH	1	0	0	0	0	0	1
Instructor - 9 MONTH	0	0	1	0	1	0	2
Department Chairperson - 12 MONTH	0	0	0	0	0	0	0
Distinguished Professor - 9 MONTH	0	0	0	0	0	0	0
Grand Total	3	1	4	0	1	0	9

* Source: UALR Department of Human Resources: Due to hires and separations, numbers reflected in this table may vary from the figures in Table 11.

**APPENDIX C
MINORITY STAFF BY APPROPRIATION TITLE***

Position Title	African American	Asian/Pacific Islander	Hispanic	Native American	Two or more races	Unknown	Grand Total
Academic Counselor	0	0	1	0	0	0	1
Administrative Analyst	1	1	0	0	0	0	2
Administrative Specialist I	0	0	0	0	0	1	1
Administrative Specialist III	15	0	0	0	0	2	17
Administrative Support Supervisor	0	0	0	1	0	0	1
Admissions Counselor	2	0	0	0	1	0	3
Admissions Counselor-Processor	2	0	0	0	0	0	2
Admissions Counselor-Recruiter	1	0	0	0	0	0	1
Assistant Athletic Trainer/ Baseball and Cross Country	0	0	1	0	0	0	1
Assistant Coach	3	0	2	0	0	0	5
Assistant Dean	1	0	0	0	0	0	1
Assistant Director	1	0	0	0	0	0	1
Assistant Finance Director	0	0	0	1	0	0	1
Assistant Men's Basketball Coach	1	0	0	0	0	0	1
Assistant Research/Extension Specialist	1	1	1	0	2	1	6
Assistant to the Associate Dean of Academic Affairs	1	0	0	0	0	0	1
Assistant Track and Field Coach	1	0	0	0	0	0	1
Assistant Vice Chancellor of Student Affairs	1	0	0	0	0	0	1
Assistant Women's Basketball Coach	1	0	0	0	0	0	1
Associate Dean	0	1	0	0	0	0	1
Associate Director - Employee Relations/Training and Development/Senior Deputy Title IX Coordinator	1	0	0	0	0	0	1
Associate Research/Extension Specialist	0	1	0	0	0	0	1
Associate Vice Chancellor	2	0	0	0	0	0	2
Associate Vice Chancellor for Finance	1	0	0	0	0	0	1
Asst Dir Student Union	1	0	0	0	0	0	1
Asst. Dir. of Aquatics & Fitness	1	0	0	0	0	0	1
Athletics Director of Development	1	0	0	0	0	0	1
Business Informatics Specialist	1	0	0	0	0	0	1
Buyer	1	0	1	0	0	0	2
Chief of Staff	1	0	0	0	0	0	1
Child Welfare Trainer	1	0	0	0	0	0	1
Collections Management Specialist	1	0	0	0	0	0	1

Position Title	African American	Asian/Pacific Islander	Hispanic	Native American	Two or more races	Unknown	Grand Total
Computer Support Specialist (Non-Exempt)	3	0	0	0	0	0	3
Dallas/Fort Worth Regional Admissions Counselor	1	0	0	0	0	0	1
Development/Advancement Director	2	0	0	0	0	0	2
Dir. of Community Partnerships	1	0	0	0	0	0	1
Director of Annual Giving	1	0	0	0	0	0	1
Director of Career Services	1	0	0	0	0	0	1
Director of Communications and Public Relations	1	0	0	0	0	0	1
Director of Concurrent and Consortia Programs	1	0	0	0	0	0	1
Director of Counseling Services	0	1	0	0	0	0	1
Director of Distance Learning	1	0	0	0	0	0	1
Director of Extended Education	1	0	0	0	0	0	1
Director of Finance	1	0	0	0	0	0	1
Director of Graduate Admissions	1	0	0	0	0	0	1
Director of Information Technology	1	0	0	0	0	0	1
Director of PEAW	1	0	0	0	0	0	1
Director of Student Accounts	1	0	0	0	0	0	1
Director of Student Activities	1	0	0	0	0	0	1
Director of University Police	1	0	0	0	0	0	1
Director of HCM and HR Business Partners	1	0	0	0	0	0	1
Enterprise Web Developer	1	0	0	0	0	0	1
ERP Business Analysts - Developer	1	0	0	0	0	0	1
Executive Assistant to the Chancellor	1	0	0	0	0	0	1
Extension Assistant	0	0	0	0	1	0	1
Finance Director	0	0	0	1	0	0	1
Finance Manager	1	0	0	0	0	0	1
Financial Aid Systems Manager	1	0	0	0	0	0	1
Fiscal Support Analyst	2	0	0	0	0	0	2
Fiscal Support Specialist	1	0	0	0	0	0	1
Grant Requirements Manager	1	0	0	0	0	0	1
HE Public Safety Commander I	1	0	0	0	0	0	1
HE Public Safety Dispatcher	2	1	0	0	0	0	3
HE Public Safety Supervisor	4	0	0	0	0	0	4
Head Basketball Coach	1	0	0	0	0	0	1
Head Coach	1	0	0	0	0	0	1
HEI Program Coordinator (Non-Exempt)	6	0	0	0	0	0	6
Housing Development Manager	1	0	0	0	0	0	1
HR Associate Director	1	0	0	0	0	0	1
HR Benefits Specialist	1	0	0	0	0	0	1
HR Business Partner	3	0	0	0	0	0	3

Position Title	African American	Asian/Pacific Islander	Hispanic	Native American	Two or more races	Unknown	Grand Total
Human Resources Programmer Analyst	0	1	0	0	0	0	1
Institutional Assistant	1	0	0	0	0	0	1
Institutional Assistant (Exempt)	42	1	6	0	2	3	54
Institutional Services Assistant	28	0	1	0	0	0	29
Institutional Services Supervisor	2	0	0	0	0	0	2
Interim Associate Dean and Co-Director	0	1	0	0	0	0	1
Interim Associate Director of the Multicultural Center	1	0	0	0	0	0	1
Interim Strategic Partnerships Manager	0	0	1	0	0	0	1
IT System Administrator (Multi-discipline)	0	1	0	0	0	0	1
Learning Program Coordinator	0	0	1	0	0	0	1
Librarian	2	0	0	0	0	0	2
Library Technician	1	0	0	0	0	0	1
Logistics Manager	1	0	0	0	0	0	1
Mail Services Assistant	0	1	0	0	0	0	1
Maintenance Assistant	1	0	0	0	0	0	1
Memphis Regional Admissions Counselor	1	0	0	0	0	0	1
Navigator Specialist	0	0	2	0	0	0	2
Office Coordinator	1	0	0	0	0	0	1
Outreach & Media Coordinator	1	0	0	0	0	0	1
Payroll Analyst	1	0	0	0	0	0	1
PEAW Assistant Director	1	0	0	0	0	0	1
Post-Doctoral Fellow	0	1	0	0	0	0	1
Program Specialist	1	0	0	0	0	0	1
Programs Coordinator	1	0	0	0	0	0	1
Project Coordinator	2	0	0	0	0	0	2
Project/Program Director	4	0	0	0	0	0	4
Project/Program Manager (Exempt)	1	0	1	0	0	0	2
Project/Program Specialist	7	0	1	0	0	0	8
Public Safety Officer	2	0	1	0	0	1	4
Registered Nurse	1	0	0	0	0	0	1
Research Associate	11	4	0	0	1	0	16
Research/Extension Specialist	0	0	0	0	0	1	1
Senior HR Business Partner	1	0	0	0	0	0	1
Senior Research Assistant	15	1	1	1	0	1	19
Senior Research Assistant Department Technician	0	0	1	0	0	0	1
Skilled Tradesman	3	0	0	0	0	0	3
Student Development Specialist	25	0	4	0	0	2	31
Student Development Specialist/Assistant Director	1	0	0	0	0	0	1

Position Title	African American	Asian/Pacific Islander	Hispanic	Native American	Two or more races	Unknown	Grand Total
Subaward Specialist	0	0	0	0	1	0	1
System Programmer/Web Developer	0	2	2	0	0	0	4
Systems Manager	0	0	0	1	0	0	1
Trio Project/Program Specialist	0	0	0	0	1	0	1
Web Content Specialist	1	0	0	0	0	0	1
Total	255	19	28	5	9	12	328

* Source: UALR Department of Human Resources: Due to hires and separations, numbers reflected in this table may vary from the figures in Table 13.

APPENDIX D
MINORITY NEW HIRE –STAFF BY APPROPRIATION TITLE*

Position Title	African American	Asian/ Pacific Islander	Hispanic	Two or More Races	Unknown	Grand Total
Administrative Analyst	0	1	0	0	0	1
Administrative Specialist III	3	0	0	0	0	3
Admissions Counselor	0	0	0	1	0	1
Assistant Athletic Trainer/Baseball and Cross Country	0	0	1	0	0	1
Assistant Coach	1	0	0	0	0	1
Assistant Research/Extension Specialist	1	0	0	0	0	1
Assistant Track and Field Coach	1	0	0	0	0	1
Athletics Director of Development	1	0	0	0	0	1
Buyer	1	0	0	0	0	1
Dallas/Fort Worth Regional Admissions Counselor	1	0	0	0	0	1
Director of Annual Giving	1	0	0	0	0	1
Director of Communications and Public Relations	1	0	0	0	0	1
Fiscal Support Analyst	1	0	0	0	0	1
HE Public Safety Supervisor	1	0	0	0	0	1
HEI Program Coordinator (Non-Exempt)	3	0	0	0	0	3
Human Resources Programmer Analyst	0	1	0	0	0	1
Institutional Assistant (Exempt)	5	0	3	0	0	8
IT System Administrator (Multi-discipline)	0	1	0	0	0	1
Memphis Regional Admissions Counselor	1	0	0	0	0	1
Navigator Specialist	0	0	1	0	0	1
Office Coordinator	1	0	0	0	0	1
Payroll Analyst	1	0	0	0	0	1
Project/Program Specialist	1	0	0	0	0	1
Public Safety Officer	1	0	1	0	0	2
Research Associate	2	0	0	0	0	2
Senior Research Assistant	1	0	1	0	0	2
Student Development Specialist	1	0	1	0	2	4
Trio Project/Program Specialist	0	0	0	1	0	1
Total	30	3	8	2	2	45

* Due to timing of when reports were run, information in this table may vary slightly from Table 14.

*University of Arkansas at Monticello
Annual Report
Fiscal Year Ended June 30, 2023*

The University of Arkansas at Monticello’s Minority Recruitment and Retention Annual Report is presented herein. The updated Affirmative Action Plan reaffirms the University’s commitment to providing educational and employment opportunities to all individuals.

I. STUDENTS

The University continued to offer campus programs and activities that enhanced the educational environment for minority students as well as supported retention efforts. The University maintained its tutoring, academic advising, and counseling initiatives. Workshops regarding financial aid, job skills, time management, and other areas of student interest were also held throughout the year.

The total minority population since 2018 has been approximately 42% percent: 2018 (38.2%); 2019 (38.2%), 2020 (43.6%), 2021 (45.1%), and 2022 (42.8%). The African American population reached a new high in Fall 2018 (28.1%), decreased in Fall 2019 (26.4%), rose in Fall 2020 (27.9%), slightly decreased in Fall 2021 (27.7%), and slightly increased in Fall 2022 (27.9%). The Hispanic population reached a new high in Fall 2018 (5.8%) but slightly decreased in both Fall 2019 (3.5%) and Fall 2020 (3.3%), remained constant in Fall 2021 (3.3%) and decreased in Fall 2022 (2.8%). Other ethnic minorities have stayed relatively constant from 2018-2022. The number of students who identified themselves as having two or more ethnicities reached a new high in Fall 2021 (12.8%).

Using Fall 2021 and Fall 2022 data provided by the Chief Information Officer, the following table indicates changes in ethnic minority enrollment for the last two years.

<u>Fall 2021 Headcount</u>		<u>Fall 2022 Headcount</u>	
African American	728	African American	750
Hispanic	87	Hispanic	76
American Indian	0	American Indian	5
Asian	23	Asian	15
Non-resident Alien	11	Non-resident Alien	20
Unknown	10	Unknown	24
Two or more	336	Two or more	275
Hawaiian	0	Hawaiian	6

A review of university baccalaureate major fields of study by ethnicity indicated that African American enrollment was highest in the following areas: Applied Science, Business Administration, Exercise Science, and Health and Physical Education (Non-Licensure). Hispanic enrollment was highest in the following areas: Accounting, Natural Resources Management, Nursing, and Pending K-6 Elementary Ed. For non-minority

populations, Agriculture, Business Administration, Education Studies, and Nursing were the more popular major fields of study.

In the technical programs, minority enrollment was highest for African Americans in Business Technology, Early Childhood Education, and Practical Nursing. The majority of Hispanic students enrolled in technical programs chose Electromechanical Technology, Practical Nursing, and Welding Technology.

II. STUDENT ENGAGEMENT

1. Minority-Serving Social and Cultural Events

- a) National Pan-Hellenic Council (NPHC) Interest Meetings
 - Hosted individually by each group.
- b) International Student Recognition
 - Hosted November 28-30.
 - Meet and greet to recognize our International Students.
- c) Celebrate Black History Month
 - Hosted Various Events During the Month of February
 - Sharing Wisdom – Collaboration Between Student Engagement and Athletics to offer students a chance to ask our 4 guest speakers questions about their journey in life. Hosted February 13th.
 - Paint and Sip – Hosted by Residence Life in Horsfall Hall as an educational and fun program to discuss the impact of African American Women in the American Education System.
 - Blood Pressure Screenings – Collaboration between Student Engagement and Nursing. Provided Students, Faculty, and Staff a chance to get their blood pressure checked while also educating them on the impact of African American women in the medical field.

2. Minority-Serving Career Development Events

- a) Black-Owned Business Expo
 - Celebration of Black Entrepreneurship in our Community
 - Students were given an opportunity to meet with and talk express their post-college expectations with successful black entrepreneurs.
 - Students learned how to prepare for interviews and the proper attire for interviews.
 - Students were given a chance to learn how to overcome and face the struggles that many of our minority business owners have faced.

Hosted February 17th

- b) Five Money Questions for Women
 - Edward Jones Workshop in Collaboration with the UAM Careers Office

- Students were given information on the common struggles women face in the workplace and ways in which they can be proactive in mitigating and avoiding these issues.
- Students were given an opportunity to learn about financial responsibility and receive guidance on ways to take control of finances in their life.
- Provided a step-by-step guide on taking control of their financial needs through the use of Five major questions.

Hosted February 28th

3. Minority Based Recognized Student Organization

a) National Pan-Hellenic Council (NPHC)

- The NPHC of the University of Arkansas at Monticello is comprised of five African American fraternities and two African American sororities; each organization takes a week out of the year to celebrate their heritage, culture, and special traditions.

b) International Student Association

- The Division of Student Engagement in conjunction with the Office of Admissions sponsored an International Culture Bazaar adhering to any health and safety guidelines. This event exposes the UAM student body to the cultural traditions of our international students. Students from the following nations participated in the event:

1. Canada
2. Nepal
3. Argentina
4. Libya
5. Thailand
6. Spain
7. Mexico
8. India
9. Brazil
10. Botswana
11. Norway
12. Italy
13. Columbia
14. Dominica
15. Bosnia
16. Suriname
17. Croatia
18. Columbia
19. Nigeria

Office of Admissions Report

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2022-2023 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall/spring.
- UAM serves as a host college for F-1 and M-1 VISA international students through U. S. Immigration and Customs Enforcement on all three campuses.
- The International Club membership remained stable in FY 2022, meeting monthly, following all COVID guidelines, to discuss changes in international policies and to address issues and opportunities. Attendance was 80-85 percent at each meeting. National international week was held in honor of the students. Faculty, staff, community members, and current students participated in exercises with cultural activities, food, and displays. Students received international lanyards, gift bags and t-shirts. Community assistance was sought to provide international students with opportunities. Three events resulted from this, at Pauline Baptist (Thanksgiving), frequent fellowship events through the Baptist Church, and one recognition events at St. Mark's Catholic Church (International Dinner and Graduation Reception). International students had the opportunity to visit area homes as guests for dinner on a regular basis. International students were provided with transportation for personal needs, airport departures/arrivals, as well as area social events. Medical, tax and telephone service information for international was provided to all students. Ride share within the international club was formed and used by many. Individual international orientation sessions were held each term and student meetings were held individually prior to the end of the fall and spring terms. Students also visited the International Office with needs or concerns on a regular basis. There was an increase in the number of undocumented students who participated in the International Club this year.
- International brochures were updated to provide changes in Homeland Security requirements, area resources, travel information, and information on living needs in this area.
- Student Special Services reference material was provided to all academic units.

- Student Special Services brochures were updated to better educate the campus and provide information regarding services and resources.
- Attended five transition fairs.
- Attended ten high school transition meetings for incoming SSS students.
- Eight minority recruitment events were attended across the state.
- Recruitment/campus representation was available during area/regional programs and fairs.
- Recruitment presentations were offered to high school juniors and seniors across the state, and in Louisiana, Mississippi, Missouri, Oklahoma, Tennessee and Texas.
- Scholarship opportunities were made available to all students. These included opportunities both on and off campus.
- The Office of Admissions attended all Articulation Workshops in Arkansas. 406 counselors were given information regarding UAM.
- The Office of Admissions attended Statewide College Planning Programs. This allowed high school students and parents the opportunity to visit with an admissions officer. Likewise, these were attended in identified regions of Louisiana, Mississippi, Missouri, Oklahoma, Tennessee and Texas.
- A visitation day was held in the fall of 2022 and the spring of 2023.
- Website information regarding admission, scholarships, student special services, visitation days, international services, programs, activities, and general university information was updated regularly.
- The Ambassadors provided postcards, emails and social media contacts to prospective students on a regular basis.
- The Office of Admissions accepted invitations to high school awards programs to present students with scholarship awards. This also allowed those interested in the campuses to visit with an admissions officer or the scholarship coordinator.
- Prospective student contact information was provided to areas on campus, when students requested information.
- Arkansas two-year school transfer fairs were attended.
 - Follow-up visits were also made to the two-year institutions.
 - Scholarship opportunities for transfer students were discussed and provided.
- Attended transfer fairs in Mississippi, Louisiana, Tennessee and Texas, Oklahoma and Missouri.
- Transfer events were offered to all TRIO programs, at area schools and on-site at UAM.

- EAST scholarship opportunities were made available to all participating schools and students.
- Representation at area and neighboring county events was provided, when staff were available.
- Admission and concurrent credit opportunities were offered at participating high schools.
- Packets of information regarding student services were made available to all who attended visitation days and/or attended pre-registration and orientation events.
- Virtual events, such as zoom sessions, were substituted in many instances.

III. FINANCIAL ASSISTANCE

The University provides strong financial assistance to minority students. The following schedule shows the number of students awarded aid for the Fall 2021 through Summer 2022.

2021-2022 Aid by Ethnicity

	Unduplicated Students	White	Minority	Unreported
Loans	1,573	782	791	0
Scholarships	1,179	748	431	0
Federal WS	82	18	64	0
Institutional WS	135	70	40	25
All Grants	2,430	736	1,694	0
Pell Grants	1,291	539	752	0
SEOG	126	30	96	0
Career Pathways	78	7	71	0

The unduplicated students shown above represent the number of students that received some type of award within the category. A list of all available scholarships is provided in the University's online catalog.

FACULTY AND STAFF

Recruitment and retention of a diverse faculty and professional staff were basic expectations in all searches to fill job openings. The University advertised, as needed, in newspapers and periodicals that target minority groups. In addition, internet advertisements were used to target a wide ethnically diverse population.

During the 2022-22 fiscal year, the University hired minorities in both staff and faculty positions.

On June 30, 2022, the percentage of minorities employed on a full-time basis was as follows:

Non-Classified	19%
Classified	53%
Faculty	28%

As of June 30, 2022, the University hired the following percentage of minorities in full-time positions during the 2022-22 fiscal year:

Non-Classified	50%
Classified	50%

UAM COLLEGE OF TECHNOLOGY-CROSSETT

The staff and faculty of the UAM College of Technology-Crossett (UAM-CTC) are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities reported in the University of Arkansas at Monticello’s Affirmative Action Plan Report include data and common activities for all three campuses of the University which includes UAM-CTC. The following report includes data and activities that extend beyond the University’s report and is specific to UAM-CTC.

The ethnic enrollment for the UAM-CTC campus for college credit-hour students during the period of July 1, 2022, through June 30, 2023, is provided below in comparison with two previous years’ statistics:

UAM-CTC Students Ethnicity	2020-2021		2021-2022		2021-2022	
	Count	Percentage	Count	Percentage	Count	Percentage
Asian	1	.2%	2	.5%	2	0%
Black/African America	115	25.5%	116	26.8%	161	32%
Hispanic	17	4.0%	35	8%	47	9%

White/Caucasian	272	60.2%	245	56.6%	266	52%
American Indian	0	0.0%	0	0%	1	0%
Two or more races	43	9.5%	34	7.9%	29	6%
Non-Resident Alien	2	.4%	0	0%	1	0%
Other/Unknown	1	.2%	1	.2%	0	0%
Hawaiian or Other Pacific Islander	0	0.0%	0	0%	3	1%
Total Students	451	100%	433	100%	510	100%

The ethnicity of the non-credit Adult Education students served at the UAM-CTC's Crossett and Hamburg facilities during the period of July 1, 2022, through June 30, 2023, is provided below in comparison with two previous years' statistics:

Adult Education Program Ethnicity—Ashley County	2020-2021		2021-2022		2022-2023	
Asian	1	1%	1	1%	1	1%
Black/African America	27	27%	26	24%	45	31%
Hispanic/Latino	12	12%	21	19%	24	17%
White/Caucasian	57	57%	57	53%	72	50%
Two or more races, Hawaiian or Other Pacific Islander	1	1%	3	3%	1	1%
American Indian	2	2%	0	0%	0	0%
Total Students	100	100%	108	100%	143	100%

Recruitment and Retention of Students

The UAM-CTC campus exercises a policy of equal educational opportunity in keeping with the University. All applicants for admission are considered solely on the basis of individual qualifications. Initiatives beyond the University's role that are specific to maintaining diversity of student enrollment and increasing retention on the Crossett campus include:

- Giving emphasis to recruiting students into nontraditional roles as indicated by female students in Welding Technology, male students in Practical Nursing, male students in Nursing Assistant, female students in Electromechanical Technology-Instrumentation, and a male student in Early Childhood Education,
- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations,
- Utilizing the campus' electronic sign to promote the diversity of the student body and training specific to non-traditional gender occupations,

- Recognizing Black and Hispanic holidays through bulletin board presentations and displays,
- Monitoring the attendance and academic performance of all students and providing students with guidance and access to available resources that will assist them with accomplishing their educational goals,
- Developing campus advertisements, promotions, and flyers that have multi-racial and gender representation,
- Providing tutoring services to assist students and increasing academic retention (targeting first-generation college students who are low-income and/or who are disabled),
- Recruiting Hispanic students for ESL (English as a Second Language) classes,
- Arranging interpreters for Hispanic students taking non-credit courses such as electrical apprenticeship and industrial safety classes, and
- Administering a Career Pathways Initiative (CPI) program through a grant which provides academic and financial assistance to eligible students composed of the following populations:

Career Pathways Ethnicity	2020-2021		2021-2022		2022-2023	
	Count	Percentage	Count	Percentage	Count	Percentage
Asian	0	0.00%	0	0%	0	0%
Black/African America	25	44.6%	22	47%	32	56%
Hispanic/Latino	2	3.6%	1	2%	1	2%
White/Caucasian	29	51.8%	24	51%	24	42%
Other	0	0.00%	0	0%	0	0%
Total Students	56	100%	47	100%	57	100%

UAM COLLEGE OF TECHNOLOGY-MCGEHEE

The UAM CTM Advisory Board, Program Advisory Committees, staff, faculty, and students are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities reported in the University of Arkansas at Monticello's Affirmative Action Plan Report include data and common activities for all three campuses of the university which includes UAM CTM. The following report includes data and activities that extend beyond the university's report and is specific to UAM CTM.

The McGehee campus, during the past academic year, had a minority student body of approximately 76% percent. Using data provided by the Director of Institutional Research/FOI Officer, the following table indicates all ethnic minority enrollment for July 1, 2022, through census of spring 2023; 632 total students with 481 being minority as follows:

UAM-CTM Students	2022-23	
Non-Resident Alien	0	0.00%
Hispanic	61	10%
Asian	4	0.06%
American Indian	2	0.03%
Hawaiian	2	0.03%
Black	382	60.4%
White	151	24%
Two or More Races	28	5.45%
Unknown	2	0.03%
Total	632	100.00%

The campus seeks special interest in recruiting minority students, faculty, and staff; however, the campus also wants the most qualified employees. The campus continuously seeks to recruit minorities for its faculty and staff positions. The Vice Chancellor and Assistant Vice Chancellor for the campus are minorities (African American). The minority representation of the faculty is as follows: Emergency Medical Technology Instructor/Director – Two or More Races, an automotive instructor (African American), and a commercial driver’s license instructor (African American). We also have staff members who are minority, all are African American: Information Technology Director, Director of Career Pathways, Assistant Director of Career Pathways, Human Resource Specialist, one Administrative Specialist’s III, and a maintenance assistant.

Recruitment and Retention of Students

The UAM CTM campus exercises a policy of equal educational opportunity. All applicants for admission are considered solely based on individual qualifications. Activities supportive of a professional staff and faculty committed to maintaining diversity of student enrollment and increasing retention beyond that of the university include the following:

- The development of campus advertisements, promotions, and flyers that represent multi-racial and gender representation.

- The development of tutoring services to assist students academically to aid in student retention.
- The Adult Education Program is non-credit instruction. The number of students served in the program was 72% minority (244/340 students). All Adult Education Programs incorporated lessons across the curriculum that highlighted Native Americans in November, Black History month in January, and biographical readings covering various minority leaders. The lessons covered the content areas of reading, social studies, science, and writing. Videos, essay writing, and additional content readings were some of the activities in which the students participated.
- The recruitment of Hispanic students for ESL (English as a Second Language) classes is a continual effort. Flyers promoting ESL classes were distributed throughout the community. The Adult Education website has a Spanish link and brochures in Spanish are also available. They also offered ESL classes in Lake Village.
- The utilization of the Career Pathways Initiative program provides tutoring and financial aid resources and contributes to the recruitment and retention of students. The percentage of minority students served FY22 through this program is approximately 81% (57 minorities out of a total of 70 students).
- Implementing a Technical Orientation course for students with an ACT score below 14 that are enrolling in technical programs.
- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations.
- Utilizing the campus' electronic sign to promote the diversity of the student body and training specific to non-traditional gender occupations.
- Monitoring the attendance and academic performance of all students through an electronic system and providing students with guidance and access to available resources that will assist them with accomplishing their educational goals.

Because of its location, and the minority population, the campus is afforded the opportunity to serve minority students and provide much-needed educational opportunities for the area.

Appendixes

UAM Student Major/Ethnicity Report
Employee Report

**Employee Report
(Act 426 of 1993)
For Period Ending 06/30/23**

Univeristy of Arkansas at Monticello

Payroll Number (UAM Agency Code): 0155

Category		Number		Percentage
Total Female Employees		406		57%
Total Male Employees		301		43%
Total Employees		707		100%
Total Asian Employees		14		2%
Total African American Employees		132		19%
Total Caucasion Employees		510		72%
Total Hispanic Employees		12		2%
Total American Indian Employees		8		1%
Total Unreported		31		4%
Total Employees		707		100%

Category		Number		Percentage
Total Female Employees		111		59%
Total Male Employees		78		41%
Total Faculty		189		100%
Total Asian Employees		7		4%
Total African American Employees		17		9%
Total Caucasion Employees		156		83%
Total Hispanic Employees		1		1%
Total American Indian Employees		1		1%
Total Unreported		7		4%
Total Faculty		189		100%

**UNIVERSITY OF ARKANSAS FOR
MEDICAL SCIENCES**

Minority Recruitment and Retention Report

ANNUAL REPORT

2022-23

University of Arkansas for Medical Sciences (UAMS)

Recruitment and Retention of African Americans, Other Minorities and Females Annual Report 2022-23

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About UAMS

The University of Arkansas for Medical Sciences was founded in 1879 by eight physicians. Today UAMS is the state's only health sciences university, part of a statewide network of post-secondary education institutions of the University of Arkansas System governed by a 10-member Board of Trustees. UAMS recently implemented a new strategic plan called Vision 2029 along with a new Vision. New strategic objectives build on achievements from the previous Vision 2020 plan, which led UAMS to create an integrated, patient- and family-centered clinical enterprise; focus on educating culturally competent health professionals equipped to practice team-care; and continue to develop and expand nationally recognized research programs that advanced scientific and public health knowledge.

Our Mission

The mission of UAMS is to improve the health, health care and well-being of Arkansans and of others in the region, nation and the world by:

- Educating current and future health professionals and the public;
- Providing high-quality, innovative, patient- and family – centered health care and also providing specialty expertise not routinely available in community settings; and
- Advancing knowledge in areas of human health and disease and translating and accelerating discoveries into health improvements.

Our Vision

By 2029, UAMS will lead Arkansas to be the healthiest state in the region through its synergies of education, clinical care, research and purposeful leadership.

Our Core Values

Integrity, Respect, Diversity and Health Equity, Teamwork, Creativity, Excellence, and Safety.

UAMS: A Commitment to Diversity

UAMS' mission clearly articulates that its scope of responsibility extends to “all Arkansans and to others in the region, nation and the world,” and establishes parameters that include minority and diverse populations. The university pursues its mission of diversity and multiculturalism by focusing on two of its core values:

- Diversity and Health Equity: “UAMS is committed to the importance of the diversity of UAMS leadership, faculty, staff and learners in order to enhance the education of our learners, to reduce racial and ethnic health disparities in our state, and honor the unique contributions provided by a diversity of values, beliefs, and cultures.”

- Respect: “UAMS embraces a culture of professionalism with respect for the dignity of all persons.”

The university has put the leadership, organizational structure, resources and policy framework in place to take its values toward diversity and institutionalize them into ongoing programs and activities that are integrated into the fabric of university life. These measures recognize special issues attendant upon minority, underrepresented and vulnerable populations, and provide the means to implement initiatives to both spur improvements and address deficiencies. Institutional policies are in place to clearly express the university’s commitment to diversity and against discrimination. The UAMS Anti-Discrimination Policy explicitly forbids any form of racism, bigotry or discrimination in hiring, among its employees or agents, or in its programs. An academic policy dealing with student anti-discrimination was approved in 2014 to mirror these values by prohibiting discrimination in its educational programs. It is the firm belief of UAMS that each individual has dignity and worth and this belief is evident in all areas of the mission documents. In striving to meet each component of the mission statement, UAMS examines aspects of the population with a focus on nondiscrimination and equal opportunity in all areas of service.

The Affirmative Action Policy addresses university procedures designed to recruit, employ, promote, admit and graduate individuals who have historically been excluded or have been recipients of discrimination based on race, color, age, disability, national origin, religion or gender. The employment of foreign nationals and aliens is addressed in the UAMS Administrative Guide to insure these individuals meet the guidelines of the Immigration and Nationality Act and the Immigration and Naturalization Service Act. UAMS policy asserts its commitment to upholding the Americans with Disabilities Act (ADA) for all employees, students, programs and services. In 2016, the university created a new position in Academic Affairs for a Disabilities Coordinator / Title IX Campus Coordinator to facilitate its policy of accommodation and to serve as a campus-wide resource. A companion Student Accommodation Policy is also in place that lays out the process for evaluating and processing student accommodation requests. The Grievance Procedure for Students Alleging Discrimination assures a transparent review and redress of possible discrimination that students could experience at any point in their student career, including allegations that violate the UAMS Title IX Policy.

The UAMS Basic Code of Conduct establishes guidelines for all employees with respect to diversity and inclusiveness. The university articulates that diversity awareness and cross-cultural communications are institutional goals and provides resources, training opportunities and guidance on how employees are expected to implement these principles into their daily work lives. These principles and practices ensure an atmosphere that provides opportunity for the talent of all to be recognized, cultivated and promoted.

UAMS demonstrates its commitment to diversity and a multicultural society with a number of offices, committees and initiatives. In 2019, UAMS restructured the Vice Chancellor for Diversity and Inclusion role, first established in 2011 on its leadership team, into a Vice Chancellor for Diversity, Equity and Inclusion position, supervising a new Division of Diversity, Equity, and Inclusion (DDEI) and the institution’s diversity,

inclusion, and equity initiatives. Additional information regarding the DDEI and DDEI outreach programs is included on pages 17-38.

UAMS expresses its commitment to the value of diversity with a number of communications strategies. Employees undergo diversity training as part of the university's extensive orientation process. Training is provided on a continuing basis.

Our intentional planning and efforts in this area has resulted in UAMS being ranked seventh nationally on an annual list of Best Employers for Diversity created by *Forbes* magazine. The rankings are based on independent surveys of more than 50,000 people in workplaces of more than 1,000 employees. They include both direct and indirect recommendations and consider both diversity in executive leadership and institutional efforts to promote diversity in the workplace.

Community

UAMS demonstrates its commitment to a multicultural society in a variety of ways. A handful of examples are described below.

- The UAMS' 12th Street Health & Wellness Clinic supports an under-served community near the university's main campus. The clinic serves as both a site for students to participate in service learning events and as an interprofessional education experience where students from a variety of programs and disciplines participate together in providing treatment and in education activities.
- UAMS has developed a special outreach program to attend to the health and wellness of Arkansas' Marshallese Island population, the largest Marshallese population on U.S. soil. The project began in 2013 with a \$2.1 million grant to study health disparities in the northwest Arkansas region. That led to a \$3 million grant from the CDC to further focus on health disparities specific to both the Hispanic and Marshallese communities in northwest Arkansas. At the North Street Clinic on UAMS' Northwest Regional Campus, students lead a chronic disease management program for the Marshallese population, which experiences a high incidence of Type 2 diabetes and related conditions. As with the 12th Street Clinic, the North Street Clinic provides an interprofessional setting and experience for students from various disciplines.

Women's Faculty Development Caucus (WFDC)

The Women's Caucus was founded in 1989 as a professional development and mentoring program to help women advance their careers and assume leadership positions. The professional development efforts have resulted in an expanding organization that addresses the needs of all UAMS faculty members. The WFDC provides leadership training, mentoring/advising, faculty development, and networking opportunities. The

Caucus Committees, led by rotating chairs and co-chairs, are pathways to leadership and provide the energy and effort behind WFDC activities.

WFDC Mission Statement

The mission is to inspire, encourage and enable women health providers and scientists to realize their professional and personal potential and goals.

The members of the Women's Faculty Development Caucus share a common commitment and vision for professional development, and they collaborate on services and activities that have helped countless faculty members achieve their goals.

Recent Accomplishments

The Research Committee hosts several activities during the academic year to support women scientists at UAMS. The committee coordinates panel discussions and hosts luncheons that foster discussions and mentoring opportunities between Faculty members, graduate students and postdoctoral fellows. The committee organizes a Women in Science poster showcase every other year and a speed collaborating event on opposite years. The committee is in the process of planning the WFDC Women Research Day, which will take place in 2023.

The Mentoring Committee organizes peer mentoring groups for advanced-rank faculty and group mentoring for junior career faculty. The committee also coordinates a workshop series for junior faculty entitled Junior Faculty P&T Prep: Documenting Your Efforts in a Way That Count. The four sessions cover teaching, clinical, research, and administrative work.

The Faculty Development Committee works to bring faculty together as well as offer development opportunities for all faculty. The group organizes monthly networking social events. The committee also organizes a six-month series called Achieving Success: How to Negotiate with Confidence, which is currently hosting the third cohort. This hands-on program teaches junior female faculty how to navigate important conversations with senior leaders.

WFDC electronic mailing list is provided to members to allow women faculty members to share and seek resources from other faculty members (i.e., cleaning services, childcare, eldercare, etc.).

Student Diversity Metrics

Institutional student enrollment data is included below. Additional details regarding student recruitment and retention per college/school can be found in the Colleges of Health Professions, Medicine, Nursing, Public Health, Pharmacy, and Graduate School individual reports.

Fall 2022 Student Enrollment by Race/Ethnicity and Gender

UAMS 2022 Fall Student Enrollment ¹	Male		Female		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	2	0.1%	10	0.3%	0	0.0%	12	0.4%
Asian	96	3.3%	170	5.8%	0	0.0%	266	8.2%
Black or African American	73	2.5%	261	9.0%	1	0.0%	335	10.3%
Hispanic/Latino	74	2.5%	155	5.3%	0	0.0%	229	7.1%
Native Hawaiian/Other Pacific Islander	1	0.0%	0	0.0%	0	0.0%	1	0.0%
White	554	19.1%	1,515	52.1%	10	0.3%	2,079	64.2%
Nonresident Alien	43	1.5%	44	1.5%	1	0.0%	88	2.7%
Two or More Races/Some Other Race	46	1.6%	73	2.5%	0	0.0%	119	3.7%
Not Disclosed/Unknown	32	1.1%	78	2.7%	1	0.0%	111	3.4%
Total Student Counts	921	31.7%	2,306	79.3%	13	0.4%	3,240	100.0%

Spring 2023 Student Enrollment by Race/Ethnicity and Gender

UAMS 2023 Spring Student Enrollment	Male		Female		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	1	0.0%	9	0.3%	0	0.0%	10	0.3%
Asian	91	3.3%	155	5.6%	0	0.0%	246	8.3%
Black or African American	68	2.4%	212	7.6%	0	0.0%	280	9.5%
Hispanic/Latino	66	2.4%	133	4.8%	0	0.0%	199	6.8%
Native Hawaiian/Other Pacific Islander	1	0.0%	1	0.0%	0	0.0%	2	0.1%
White	532	19.1%	1,363	49.0%	9	0.3%	1,904	64.6%
Nonresident Alien	42	1.5%	48	1.7%	1	0.0%	91	3.1%
Two or More Races/Some Other Race	47	1.7%	70	2.5%	0	0.0%	117	4.0%
Not Disclosed/Unknown	29	1.0%	68	2.4%	1	0.0%	98	3.3%
Total Student Counts	877	31.5%	2,059	74.0%	11	0.4%	2,947	100.0%

The student enrollment broken down by college is below.

CHP-College of Health Professions

COM-College of Medicine

CON-College of Nursing

COP-College of Pharmacy

COPH-College of Public Health

GRAD-Graduate School

CSPS-Clinton School of Public Service EMPS program

Fall 2022 Student Enrollment by Race/Ethnicity and College

UAMS 2022 Fall Student Enrollment ¹	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
American Indian/Alaskan Native	8	1	0	1	2	0	0	12
Asian	108	87	17	29	10	14	1	266
Black or African American	132	31	74	30	36	24	8	335
Hispanic/Latino	124	30	32	20	11	10	2	229
Native Hawaiian/Other Pacific Islander	0	1	0	0	0	0	0	1
White	828	507	322	218	74	116	14	2,079
Nonresident Alien	5	0	5	1	6	70	1	88
Two or More Races/Some Other Race	52	30	13	8	8	7	1	119
Not Disclosed/Unknown	64	11	18	0	9	5	4	111
Total	1,321	698	481	307	156	246	31	3,240

Spring 2023 Student Enrollment by Race/Ethnicity and College

UAMS 2023 Spring Student Enrollment	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
American Indian/Alaskan Native	7	0	0	1	2	0	0	10
Asian	97	83	15	28	11	12	0	246
Black or African American	105	31	61	29	34	20	0	280
Hispanic/Latino	109	28	24	19	10	9	0	199
Native Hawaiian/Other Pacific Islander	1	1	0	0	0	0	0	2
White	734	502	283	214	63	108	0	1,904
Nonresident Alien	5	0	5	1	6	74	0	91
Two or More Races/Some Other Race	50	30	12	8	8	9	0	117
Not Disclosed/Unknown	55	11	14	0	12	6	0	98
Total	1,163	686	414	300	146	238	0	2,947

Institutional Scholarships

UAMS Non-Resident Diversity Tuition Waiver

The UAMS Non-Resident Diversity Tuition Waiver Program was established in 2011-12 with the following objectives:

- Assist educational programs in supporting UAMS' established diversity recruitment strategies;
- Increase the diversity of applicant pools to UAMS educational programs with respect to race, ethnicity, gender, socio-economic status, and geographic origins;
- Help defray rising educational costs for UAMS students, especially those who are economically disadvantaged; and
- Increase the diversity among the Arkansas health and healthcare professions workforce, especially those serving underrepresented and medically underserved populations.

Each year, the Provost will approve selected, qualified out-of-state applicants to the colleges and the Graduate school to receive a reduction in tuition to the in-state (resident) rate. The scholarship allows UAMS to be competitive with other health sciences campuses in attracting a diverse and promising student applicant pool. The program includes performance monitoring of the students over time and program review provisions to assure that the program is effective in improving college recruitment efforts.

In 2021-2022 academic year, 42 non-Arkansas residents were approved for the Diversity Waiver.

The UAMS League of the United Latin American Citizens (LULAC) Tuition Waiver Scholarship

The LULAC Tuition Waiver Scholarship was established in order to:

- Increase the success of UAMS students representing diverse populations to UAMS education programs with respect to race, ethnicity, gender, socio-economic status and geographic origins.
- Help defray rising educational costs for UAMS students who are economically disadvantaged.
- Increase the diversity among the Arkansas healthcare professions workforce.

The waiver is provided in the form of matching funds. UAMS matched those funds received by the student as scholarship funds from LULAC. No students received a LULAC tuition waiver for the 2021-22 academic year, but two received a scholarship in 2020-21.

Workforce Diversity Characteristics

As the state's only health sciences university and largest public employer, we are committed to providing a welcoming and inclusive environment that emphasizes the dignity and worth of every member of our campus community. We will not discriminate on the basis of, or use race, color, religion, national origin, creed, service in the uniformed services, status as a protected veteran, sex, age, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance, and other personnel or educationally related actions and will administer our policies, practices and activities without regard to these factors. We remain committed to taking positive, good faith efforts to recruit, employ, retain and promote people of color, women, individuals with physical and mental disabilities and protected veterans.

We will continue to recruit, employ and retain minorities and females in numbers that reflect their availability in the geographical area from which we recruit. While some of our Professional Staff are recruited internationally, and some of our Executive/Administrative Managerial and Faculty personnel are recruited nationally, some are also recruited on a state level.

Utilization of Minority Academic Personnel

Academic Workforce by Race and Faculty Title 2022-23 (as of Nov. 1, 2022)

As of Nov. 1, 2022, there were 1,707 faculty employed by UAMS. The demographic breakdown of faculty is below. The College of Medicine employed the most faculty (1,272) followed by the College of Health Professions (121).

Faculty	American Indian ¹	Asian	Black	Hispanic	Native Hawaiian ²	White	Two	NRA ³	Unknown	Total
Administration ⁴	0	6	2	1	0	28	0	0	0	37
Instructor	0	14	14	2	0	133	2	17	8	190
Assistant Professor	0	92	48	26	0	474	7	107	36	790
Associate Professor	0	66	15	12	1	260	4	11	9	378
Professor	2	46	10	6	0	241	0	0	7	312
ALL	2	224	89	47	1	1,136	13	135	60	1,707

Faculty (Full Time)	American Indian ¹	Asian	Black	Hispanic	Native Hawaiian ²	White	Two	NRA ³	Unknown	Total
Administration ⁴	0	6	2	1	0	26	0	0	0	35
Instructor	0	9	8	1	0	66	1	17	3	105
Assistant Professor	0	82	39	25	0	407	7	101	30	691
Associate Professor	0	55	14	11	1	216	4	11	9	321
Professor	1	36	10	5	0	191	0	0	6	249
ALL	1	188	73	43	1	906	12	129	48	1,401

Faculty (Part Time)	American Indian ¹	Asian	Black	Hispanic	Native Hawaiian ²	White	Two	NRA ³	Unknown	Total
Administration ⁴	0	0	0	0	0	2	0	0	0	2
Instructor	0	5	6	1	0	67	1	0	5	85
Assistant Professor	0	10	9	1	0	67	0	6	6	99
Associate Professor	0	11	1	1	0	44	0	0	0	57
Professor	1	10	0	1	0	50	0	0	1	63
ALL	1	36	16	4	0	230	1	6	12	306

American Indian¹ American Indian or Alaskan Native

Native Hawaiian² Native Hawaiian or Pacific Islander

NRA³ Non-Resident Alien

Administration⁴ Department Chair, Associate Dean, Chaplain, Chief of Clinical Officer

The demographic breakdown of all faculty by college or division/institute and race/ethnicity is below.

Institute or College	American Indian ¹	Asian	Black	Hispanic	Native Hawaiian ²	White	Two	NRA ³	Unknown	Total
Academic Affairs	0	3	1	0	0	23	0	0	0	27
College of Health Professions	0	3	9	3	0	100	0	2	4	121
College of Medicine	2	196	45	37	0	807	12	125	48	1,272
College of Nursing	0	2	8	3	0	60	0	0	1	74
College of Pharmacy	0	7	2	0	0	42	0	4	0	55
College of Public Health	0	7	12	0	0	35	0	3	2	59
Diversity Equity and Inclusion	0	0	1	0	0	0	0	0	0	1
Division of People and Culture	0	0	0	0	0	1	0	0	0	1
Integrated Clinical Enterprise	0	5	9	4	0	54	0	1	2	75
NW AR Campus	0	1	2	0	1	12	0	0	3	19
Research Administration	0	0	0	0	0	2	1	0	0	3
Total	2	224	89	47	1	1,136	13	135	60	1,707

American Indian¹

American Indian or Alaskan Native

Native Hawaiian²

Native Hawaiian or Pacific Islander

NRA³

Non-Resident Alien

Utilization of Minority Non-Academic Personnel

Non-Academic Workforce by Race and Function 2022-23 (as of Nov. 1, 2022)

The demographic breakdown of Non-Academic staff by full time/part time status are below. UAMS employed staff as of Nov. 1, 2022.

Staff	American Indian ¹	Asian	Black	Hispanic	Native Hawaiian ²	White	Two	NRA ³	Unknown	Total
Academic (Non-Classified)	4	45	107	33	11	376	4	78	15	673
Executive (Non-Classified)	0	1	2	0	0	11	0	0	0	14
Senior Administration (Non-Classified)	0	0	0	0	0	5	0	0	0	5
Administration (Non-Classified)	0	2	5	1	0	32	1	0	0	41
Management (Non-Classified)	2	9	132	10	0	509	6	3	11	682
Professional Staff (non-Classified)	8	33	315	43	3	952	9	21	40	1,424
Senior Professional Staff (Non-Classified)	0	0	5	1	0	43	0	0	2	51
Housestaff (Non-Classified)	3	130	50	37	0	507	2	100	69	898
Nursing (Non-Classified)	13	102	691	84	6	1,819	35	6	94	2,850
Clinical Staff (Non-Classified)	8	58	720	98	5	1,557	30	16	72	2,564
Graduate Assistant (Non-Classified)	0	2	11	3	0	54	1	43	9	123
Staff (Classified)	1	16	503	42	3	212	8	22	27	834
Staff (Non-Classified)	0	2	71	2	0	27	0	0	9	111
Total	39	400	2,612	354	28	6,104	96	289	348	10,270

Staff (Full time)	American Indian ¹	Asian	Black	Hispanic	Native Hawaiian ²	White	Two	NRA ³	Unknown	Total
Academic (Non-Classified)	4	42	104	29	11	351	4	77	15	637
Executive (Non-Classified)	0	1	2	0	0	11	0	0	0	14
Senior Administration (Non-Classified)	0	0	0	0	0	5	0	0	0	5

Administration (Non-Classified)	0	2	5	1	0	31	1	0	0	40
Management (Non-Classified)	2	9	130	10	0	495	6	3	10	665
Professional Staff (non-Classified)	7	33	314	43	3	925	9	20	38	1,392
Senior Professional Staff (Non-Classified)	0	0	5	1	0	43	0	0	2	51
Housestaff (Non-Classified)	3	130	50	37	0	507	2	100	69	898
Nursing (Non-Classified)	9	79	565	59	5	1,465	27	4	70	2,283
Clinical Staff (Non-Classified)	7	36	643	76	5	1,290	29	13	60	2,159
Graduate Assistant (Non-Classified)	0	0	0	0	0	0	0	4	0	4
Staff (Classified)	1	14	491	41	3	199	8	21	25	803
Staff (Non-Classified)	0	2	68	2	0	25	0	0	9	106
Total	33	348	2,377	299	27	5,347	86	242	298	9,057

Staff (Part time)	American Indian¹	Asian	Black	Hispanic	Native Hawaiian²	White	Two	NRA³	Unknown	Total
Academic (Non-Classified)	0	3	3	4	0	25	0	1	0	36
Executive (Non-Classified)	0	0	0	0	0	0	0	0	0	0
Senior Administration (Non-Classified)	0	0	0	0	0	0	0	0	0	0
Administration (Non-Classified)	0	0	0	0	0	1	0	0	0	1
Management (Non-Classified)	0	0	2	0	0	14	0	0	1	17
Professional Staff (non-Classified)	1	0	1	0	0	27	0	1	2	32
Senior Professional Staff (Non-Classified)	0	0	0	0	0	0	0	0	0	0
Housestaff (Non-Classified)	0	0	0	0	0	0	0	0	0	0
Nursing (Non-Classified)	4	23	126	25	1	354	8	2	24	567

Clinical Staff (Non-Classified)	1	22	77	22	0	267	1	3	12	405
Graduate Assistant (Non-Classified)	0	2	11	3	0	54	1	39	9	119
Staff (Classified)	0	2	12	1	0	13	0	1	2	31
Staff (Non-Classified)	0	0	3	0	0	2	0	0	0	5
Total	6	52	235	55	1	757	10	47	50	1,213

American Indian¹ American Indian or Alaskan Native

Native Hawaiian² Native Hawaiian or Pacific Islander

NRA³ Non-Resident Alien

Minority Faculty and Staff New Hire Personnel

Academic Temporary Workforce by Race and Function 2022-23 (as of Nov. 1, 2022)

The demographic breakdown of newly hired faculty and staff are below. Hire dates 11/04/2021-11/01/2022.

Staff	American Indian ¹	Asian	Black	Hispanic	Native Hawaiian ²	White	Two	NRA ³	Unknown	Total
Faculty (Non-Classified)	0	25	7	3	0	115	1	32	23	206
Academic (Non-Classified)	1	5	15	15	4	46	2	27	5	120
Executive (Non-Classified)	0	0	0	0	0	1	0	0	0	1
Management (Non-Classified)	1	0	13	0	0	33	1	1	4	53
Professional Staff (non-Classified)	1	3	45	8	0	110	2	1	12	182
Senior Professional Staff (Non-Classified)	0	0	1	1	0	3	0	0	1	6
Housestaff (Non-Classified)	1	38	20	12	0	140	1	36	38	286
Nursing (Non-Classified)	3	22	205	18	1	337	9	3	55	653
Clinical Staff (Non-Classified)	1	13	212	34	0	327	8	6	39	640
Graduate Assistant (Non-Classified)	0	0	5	1	0	10	0	9	2	27
Staff (Classified)	1	5	144	10	2	57	5	9	20	253
Staff (Non-Classified)	0	0	29	1	0	5	0	0	8	43
All Faculty and Staff Employees (New Hired)	9	111	696	103	7	1,184	29	124	207	2,470

American Indian¹ American Indian or Alaskan Native

Native Hawaiian² Native Hawaiian or Pacific Islander

NRA³ Non-Resident Alien

Division for Diversity, Equity, and Inclusion

As the state's largest public employer and only health sciences university, the University of Arkansas for Medical Sciences is committed to leading the way in hiring and educating people from diverse backgrounds, especially those from underrepresented groups. Diversity, health equity, integrity and respect are core institutional values at UAMS. As stated by our chancellor, Dr. Cam Patterson, "these values thrive at UAMS and are essential to every decision and interaction at UAMS. With a team of more than 14,000 employees and students who represent dozens of nationalities, a wide array of racial and ethnic backgrounds, gender diversity, and age diversity spanning from "the Silent Generation" to "Gen Z," UAMS remains committed to creating a welcoming and accepting atmosphere throughout all levels of our organization, from our educational programs to patient care." As a resource for leadership, a connector for collaboration, a catalyst for institutional change and a cheerleader for celebrating the multi-facets of diversity woven into our campus culture, the Division for Diversity, Equity and Inclusion plays a crucial role in fulfilling the UAMS Vision 2029 strategic plan. Dr. Patterson recognized "this work is done in an inclusive manner, with voices and advocates from the Delta to the Ozarks and every corner of our state, addressing the unique needs of each community we serve." Our work helps ensure that the state's only academic health system continues to make progress toward dramatic improvements in health and health care for all Arkansans, regardless of culture, beliefs or geography. These efforts have resulted in UAMS receiving national recognition as one of the best companies for diversity. We recognize that the work of inclusive excellence does not occur in a vacuum. Rather, it is result of the vision and support of our executive leadership; the initiatives of our colleges, graduate school, hospital and departments; and the tireless effort of volunteers and advocates throughout our institution.

DDEI Mission

The mission of the University of Arkansas for Medical Sciences' (UAMS) Division for Diversity, Equity, and Inclusion is to intentionally advance and leverage diversity, equity, and inclusion to drive UAMS' mission and the 2029 Strategic Plan to improve the health, health care and wellbeing of Arkansans and of others in the region, nation and world.

DDEI Vision

DDEI will position the University of Arkansas for Medical Sciences as a national leader in developing strategies and partnerships that contribute to the improvement of health for Arkansans and beyond by creating and sharing health knowledge, educating a culturally proficient health care workforce, and delivery of care within a culture that promotes equity, diversity, and inclusion.

Our mission, vision and values are grounded in the principle of inclusive excellence.

Inclusive Excellence

Inclusive Excellence at UAMS expands the concept of diversity to a more inclusive, comprehensive, and omnipresent notion of inclusiveness guided by the following assumptions:

- Inclusiveness and Excellence are interdependent.
- To practice inclusiveness is a demonstration of excellence.
- Diversity, equity and inclusiveness are shared institutional responsibilities, not DDEI shouldering the responsibility for diversity, equity and inclusion alone.
- DDEI can guide and lead the effort, but every individual within UAMS assumes responsibility for change.

We recognize UAMS is a microcosm of our country, with a diverse group of team members. We are intentional in creating space for team members to connect with each other, in securing strategic partnerships to connect with each diverse community across our state, and in strengthening STEM-H programs to connect future generations of underrepresented and underserved scholars with the vast opportunities available at UAMS. We remain steadfast in our commitment to create and maintain an institutional culture where everyone feels a sense of belonging and the opportunity to bring their whole selves into their educational/workspace.

This report highlights significant accomplishments and outlines specific, measurable objectives we have identified based upon the five pillars of Inclusive Community Building, Diversity and Recruitment, Accountability and Responsibility, Education, Research and Scholarship and Strategic Partnerships to advance the cause of inclusive excellence.

PILLAR 1 – INCLUSIVE COMMUNITY BUILDING

Practicing inclusive excellence means ensuring that opportunities and resources for career-development and success are equitably distributed and accessed by all stakeholders across the institution.

Significant Accomplishments

- Publication of 2021-2022 DDEI annual report
- Presentation of 2022 Dr. Edith Irby Jones Excellence in Diversity and Inclusion Award to seven recipients for work that exemplifies the mission of DDEI to make UAMS a welcoming, inclusive place for all employees, students and guests.

- Presentation of 2022 UAMS Serves award to five outstanding student and employee volunteers.

Key Initiatives:

DDEI Academy for Inclusive Excellence (AIE) is a formalized cadre of learning experiences on topics relevant to diversity, equity, and inclusion. We intentionally construct learning experiences designed to engage, enlighten, and edify the UAMS experience for our internal and external customers.

The aim of the Academy of Inclusive Excellence is to assist the institution in creating a culturally humble, proficient, and responsive workforce. Additionally, the academy builds capacity regarding the cultivation leaders in the space of inclusive excellence to fortify the UAMS Vision 2029 plan. Learners will exit these experiences with an increased awareness of the importance of diversity, equity, and inclusion, and its impact on academic and workplace success.

Seeking Education in Equity and Diversity (SEED) — A nine-month annual program for small groups of faculty and staff designed to address educational equity and diversity. The program includes a UAMS Northwest and student cohort.

DDEI Read and Reflect Series – In 2023, DDEI began a read and reflect series, which provides a safe space for participants to read and reflect upon selected books focused on diversity, equity and inclusion topics.

Virtual Healing Sessions — The Division for Diversity, Equity and Inclusion (DDEI) recognizes our country, our nation and our communities are experiencing difficult and uncertain times. DDEI believes addressing social trauma must be a critical part of building equitable, inclusive cultures. Virtual healing sessions are open to students, staff and faculty and are designed to create an open and transparent atmosphere, necessary to facilitate dialogue designed to serve as healing spaces. These sessions allow campus community members as an opportunity/vehicle to aid personal growth and usher a collective commitment to cultural humility.

Chancellor's Diversity, Equity and Inclusion Committee — A campus-wide committee comprised of co-chairs from eight volunteer subcommittees that represent faculty, staff, graduate medical education resident and students, LGBTQIA issues, veterans and those with disabilities.

DDEI Subcommittees — These are charged with advising institutional leadership via a DDEI staff liaison on crafting and implementing policy and signature programs regarding recruitment and retention

of individuals who, too often, may not get their voices heard: minority faculty, residents, staff and students, veterans, LGBTQ+ individuals and those with disabilities.

Diversity and Inclusion Engagement Subcommittee — This group is charged to assist DDEI in promoting an awareness of and an appreciation for the diversity of our campus community, as well as to engage campus community members by designing, planning and implementing campus-wide initiatives and events that further the mission of DDEI.

Other Key Highlights:

- UAMS Project SEARCH celebrated a decade of partnership with graduating its 10th class. UAMS Project SEARCH is partnership between UAMS, Arkansas Rehabilitative Services and ACCESS Schools, which provides a nine-month internship program for young adults with developmental disabilities. Interns participate in the program and work in various departments with the goal of gaining necessary skills to obtain competitive employment.
- In honor of Women’s History Month, DDEI hosted “Celebrating UAMS Phenomenal Women: Every Woman Has a Story,” which honored 36 women who were nominated by their peers/departments/division. The 2023 event recognized women who demonstrate UAMS’ core values, who give voice to marginalized populations, who celebrate or inspire other women, or who overcome personal or professional challenges through skill and determination. Recipients of the 2020 Phenomenal Women awards were also recognized.
- In honor of Black History Month, UAMS showcased a Black Wall of Honor Exhibit, which concluded with a ceremony. The exhibit, which was displayed in the main hospital’s first-floor admissions and discharge area during Black History Month, highlighted the accomplishments of Black pioneers from UAMS’ past and present. The Black History Wall of Honor Exhibit was created through a partnership involving DDEI, the UAMS Historical Research Center and the Wall of Honor Planning Committee.
- In honor of Black History Month, DDEI hosted a virtual panel discussion titled, “Resist Silence: Lift Every Voice!” that focused on ways to empower diverse voices and opinions. Topics such as creating safe spaces, the stigmas regarding mental health in the Black community, the importance mentoring, why allies matter, and how one’s faith can empower one’s voice. Panelists included Mildred Randolph, DVM, professor and director of UAMS Seeking Educational Equity and Diversity (SEED) program; Tyrun Haynie, emergency preparedness director for Institutional Support Services, Isis Pettway, M.S., licensed associate counselor with the UAMS Health AR ConnectNow program in the Psychiatric Research Institute, Bill Ventres, M.D., associate professor in the College of Medicine,

and Keneshia Bryant-Moore, PhD, RN, associate professor in the Fay W. Boozman College of Public Health and director of the FAITH Network.

- UAMS hosted a virtual seminar to honor the legacy of Rev. Dr. Martin Luther King, Jr. and examine his efforts to stimulate health and economic disparities. The event, “Remember Dr. King’s Other Dream: Economic Security and Health Equity,” featured keynote speaker Rev. Dr. Anika Whitfield, co-chair of the activist coalition Grassroots Arkansas and former tri-chair of the Arkansas Poor People’s Campaign and musical entertainment by Marcus Murphy and Dana McEwen.
- In celebration of Juneteenth, the DDEI Diversity and Inclusion Engagement subcommittee hosted a virtual Juneteenth party.
- DDEI hosted its first Volunteer Appreciation event, for DDEI subcommittee members.
- UAMS Veterans subcommittee hosted several events during UAMS Veterans Appreciation Month, including a panel discussion where employees who served or had close ties to military service members shared their experiences. During the month committee members provided a meal and care packages to veterans housed at St. Francis House and provided thank-you cards to veterans in NWA. UAMS military service members also received a token of appreciation from UAMS.
- In honor of National Disability Employment Awareness Month, UAMS offered a virtual seminar that showed employees how to present information in a way that is more accessible to those with disabilities. The DDEI Disability subcommittee hosted the event, titled “Disability through the Lens of Accessibility.”
- UAMS held a series of Pride events in October. Events included a forum called “Being Queer at UAMS,” where a panel of employees shared their workplace experiences; a lecture titled, “What the LGBTQ+?,” presented by Dr. Lorraine Stigar, that focused on gender-affirming language and the importance of inclusivity in patient care, and UAMS Pride celebration, to celebrate the campus’s commitment to the LGBTQ community. The events were planned by the DDEI LGBTQIA+ subcommittee.
- Brian Gittens, EdD, MPA, presented his fourth annual State of Diversity address to reflect on efforts by UAMS to foster a more inclusive institution.
- At its second White Coats for Black Lives, UAMS employees and students gathered in front of UAMS Medical Center to oppose disparities and structural racism in health care that adversely affect Black communities and to hear about efforts by UAMS to provide equitable care for everyone.
- In celebration of Hispanic Heritage Month, medical residents and faculty members from the College of Medicine’s Department of Family and Preventative Medicine described the Spanish-speaking nations and territories where they grew up and shared stories at a virtual event titled, “Unidos: Inclusivity for a Stronger UAMS.”

- UAMS DDEI Veterans subcommittee hosted monthly webinars for UAMS military service members designed to provide education and resources specifically for veterans.
- As part of UAMS Diversity and Inclusion Month, campus community members participated in a virtual panel discussion regarding the social determinants of health and celebrated International Fest.
- DDEI, in collaboration with Family Medicine Residency, hosted “Black Men in Medicine: A Panel Discussion.”
- Collaboration with Patient Experience and Interprofessional Education to host Dr. Damon Tweedy, national best-selling author, during UAMS Patient Experience Week.
- Hosted third Excellence in Mentorship Awards. Faculty and staff members across the university were recognized for the commitment, time and knowledge they have given to their mentees throughout the years.
- UAMS DDEI Staff Recruitment Retention and Engagement Subcommittee hosted Bridge Builders: The Path to URM Mentorship "A Voice for Underrepresented Staff," a panel discussion about the value of mentoring for underrepresented staff. Nicholas Pettus, manager of diverse recruitment, moderated the event. Panelists included Sharanda Williams, assistant dean for student affairs and diversity in the College of Medicine; Toan Bui, a curriculum development specialist in Clinical Nursing Informatics and the Clinical Education Department; Derrick Reives, founder and CEO of the mentorship platform UpSquad; and Dr. Kazandra Wilson, advocate and community engagement coordinator in DDEI's Pathways Academy.
- DDEI Underrepresented Student Recruitment, Retention and Engagement Subcommittee collaborated with the College of Nursing to host “Spooktacular,” a student engagement luncheon event for all CON students.
- DDEI, in collaboration with UAMS Colleges and the Graduate School, hosted its fourth Underrepresented in Health Graduation Celebration with keynote remarks by Dr. Rhonda Mattox.
- Implementation of “CHAT AND CHILL,” designed as networking social events for underrepresented in medicine students.
- Hosted multiple community health education and screening outreach with health professional students in collaboration with community organizations, AR Minority Health Commission, AMDPA, Little Rock Links, and Black KARE (Kidney Awareness and Education).

Goals:

- Continue to develop initiatives that expand the sense of belonging.
- Continue to develop campus engagement activities.

- Continue to expand trainings and listening sessions.
- Continue to disseminate Prometheus, a virtual program for increasing mentorship for underrepresented in health professions students, staff and faculty members, effectively to increase faculty and student participation.
- Continue to support student engagement and professional development through mentoring, coaching, financially supporting campus organizations and attendance at national meetings.

PILLAR 2 – DIVERSITY AND RECRUITMENT

The recruitment pillar seeks to strengthen outreach programs and to collaborate with colleges/departments to develop institutional recruitment strategies and practices that ensure the effective recruitment of a diverse workforce and student body.

DDEI is developing equitable recruitment policies and targeted recruitment for underutilized staff positions to promote this pillar across the institution. Demographic data from FY 2022 illustrates significant room for improvement across student, faculty and staff bodies given the disparity between institutional and served population’s racial distribution.

Significant Accomplishments

- UAMS Pathways Academy served 509 K-12 scholars in Hot Springs, Little Rock, Pine Bluff, and Springdale during the 2022-2023 year, completing successful 2-week summer intensive camps and academic year programming for scholars, advocates, and teachers.
- Pathways Academy began program expansion efforts in Arkadelphia, Camden, Helena-West Helena, and Jonesboro.
- Successful launch of the following student outreach programs:
 - Student Athlete STEM Academy (grades 9-12)
 - Research Academic Mentorship Pathway for Underrepresented Populations (grades 9-12)
- Collaboration with UAMS Edith Irby Jones Student National Medical Association (SNMA) to host the return of an in-person Health Professions Recruitment and Exposure Program, targeting underrepresenting minority high school students and those who will be the (HPREP) first in their family to attend college across Arkansas. Forty-seven students attended the program.

- More than 130 college students from across the state attended the Minority Association of Premedical Students (MAPS) Conference, an event that offers information and networking opportunities for those who are interested in applying for health professional programs. The event was sponsored by the Edith Irby Jones Chapter of the Student National Medical Association (SNMA).
- Partnership with Hall STEAM Magnet School to provide Hall students with hands-on exposure to careers in health care. The collaboration is part of the Academies of Central Arkansas, an education initiative involving Pulaski County's four public school district and the regional business community. Under its partnership with UAMS, Hall's high school sciences academy will be renamed as the UAMS Academy of Health Sciences.
- The Raising Exposure and Awareness of Careers in Health (REACH) session marked a return to in-person community outreach after the event was held virtually for two years because of the COVID-19 pandemic. The UAMS Edith Irby Jones Chapter of the Student National Medical Association (SNMA) sponsored the event with support from DDEI. Students from UAMS gathered at Barton High School in Phillips County for the annual event that encourages high school students from the Arkansas Delta to pursue careers in health care. The event reached 52 high schoolers.
- Expansion and launch of six-week in-person Health Career University Pre-Health Scholars Program for freshmen and sophomores interested in careers in health care to include four locations (Pine Bluff, Magnolia, Camden and Little Rock) and volunteer faculty from each UAMS college. The curriculum was also expanded to include bioinformatics, cancer education and telehealth.
- Expansion of Pre-Medical Summer Scholars Program eight-week in-residence program providing MCAT prep, mock interviews, and personal statement writing to include additional location and new option for students in sophomore/junior year preparing for medical school admission.
- Expansion of the UAMS Anesthesia Tech Program to include the Pathology department. This program serves to provide students with training and employment as UAMS Anesthesia Techs, while they gain clinical skills and prepare for the Medical College Admission Test (MCAT) and applications for admission into health professional schools.
- Collaboration with UAMS College of Nursing to develop and launch first Pre-Nursing Summer Scholars Program (PNSS) to prepare college students for nursing school applications.

- Facilitation of 20 professional development workshops for 80 Pathway Academy educators and Readiness Advocates.
- Implementation of IT Savvy (Salesforce) CRM system to manage all scholar programs' applications, evaluation, data and long-term outcomes and to sustain communication with scholars post completion of programs.
- 27 alumni of Health Career University accepted into health professional schools.

Key Initiatives:

DDEI remains committed to making Science, Technology, Engineering, Math and Health (STEM-H) education and health care careers accessible and attainable to students across Arkansas, especially those in underserved areas. At the height of the COVID-19 pandemic, we pivoted to virtual education, which allowed us to expand the geographic reach of our programs into all corners of our state. During 2023, we have been able to return to in-person sessions, while maintaining our geographical reach across our state.

Outreach programs are designed to create a series of educational interventions across K through 16 to promote student engagement and encouragement toward careers in health sciences.

DDEI offers the following programs for K-16 students across Arkansas:

Pathways Academy:

Junior STEM Academy (JSA)

Senior STEM Academy (SSA)

RAMP UP (Previously known as the Academy of Pre-Health Scholars)

Summer Athletes Scholars Program (SAS)

Health Careers University:

Pre-Medical Summer Scholars (PMSS)

Pre-Health Scholars Program (PHSP)

HBCU Med Track

Summer Research Institute (SRI)

Anesthesia Technician Program

UAMS PATHWAYS ACADEMY

The **UAMS Pathways Academy** is an innovative, comprehensive educational and community engagement program focused on preparing low-income K-12 students for educational and career opportunities in STEM-H disciplines. The success of the program is contingent upon UAMS and other community partners engaging students, parents/advocates in the various components of the program.

The following is a description of Pathways Academy Programs:

Junior STEM Academy and **Senior STEM Academy** are designed to immerse our young scholars in a world of science that focuses on health (STEM-H) while incorporating technology, engineering, and mathematics. The Academy uses a combination of effective teaching pedagogies to design a culturally responsive and holistic curriculum. In addition to STEM-H, we integrate concepts relating to mental health/wellness such as cyber-bullying and emotional intelligence.

Research Academic Mentoring Pathway for Underrepresented Populations (RAMP-UP) – This year-long program facilitates a successful academic conduit for scholars who have strong interests in healthcare professions. RAMP-UP includes a Community Scientist Academy which exposes students to community-based research.

Student Athlete STEM Academy (SASA) – This program is designed to facilitate collaborative efforts of medical professions and athletic scholars. It allows scholars with strong interests in the healthcare professions and athletics a chance to do both.

Recruitment

Pathways Academy targets students in grades K-12 who are enrolled in Arkansas public schools, families who are recipients of TANF or TANF eligible, and those belonging to minority groups and/or are historically underrepresented in STEM-H professions. Armed with a strategic recruitment and outreach plan, UAMS Pathways Academy officially began program outreach in December 2021 and recruitment in January 2022. With pilot sites in El Dorado, Hot Springs, Jonesboro, Pine Bluff, Springdale and Little Rock, the target enrollment goal for 2022 was 500 students, with the enrollment goal increasing annually. Pathways Academy successfully recruited 509 participants in the 2022-2023 year and launched a successful two-week summer intensive camp and academic year programming for scholars, advocates, and educators. Intensive recruitment efforts included establishing relationships with public school administrators/staff in the targeted areas, hosting informational sessions with potential students and advocates, educators and community stakeholders, attending resource fairs, visiting churches/mosques/synagogues and other places of worship, and participating in interviews with radio stations and local media. In the summer of 2023, Pathways Academy plans to expand to new sites

including Arkadelphia, Camden, Helena-West-Helena, and Jonesboro with a recruitment goal of 850 participants statewide.

Engagement

The Pathways Academy team engaged several community stakeholders from El Dorado, Hot Springs, Jonesboro, Little Rock, Pine Bluff and Springdale in the mission of Pathways Academy, which resulted in accessing resources that we will integrate into the Pathways Academy program. In Summer 2022, Pathways Academy served 509 students across Hot Springs, Pine Bluff, Springdale, and Little Rock by providing two-week in-person summer intensive camps and academic year programming. Programming featured interactive curriculum including hands-on activities and exposure to areas of STEM-Healthcare through partnerships with various internal and external stakeholders. Examples of internal stakeholders include UAMS Translational Research, UAMS Cancer Research Institute, UAMS Regional Programs, and UAMS Culinary Medicine. Examples of external stakeholders include Schmieding Foundation, Arkansas Minority Health Commission, University of Arkansas Cooperative Extension Services, USDA Natural Resources Conservation and Usher's New Look.

Funding: Pathways Academy is supported by the following funding sources:

Temporary Assistance for Needy Families (TANF): \$1.26 million

Schmieding Foundation: \$500,000 over 10-year period

Point of Service Maintenance & Enhancement (POSME): \$76,400

Bank of America: \$23,000

HEALTH CAREER UNIVERSITY

The following is a description of programs that fall under the umbrella of Health Career University, which focuses on meeting the needs of underrepresented and underserved undergraduate students through the state of Arkansas:

HBCU Med Track is a collaboration between DDEI, Philander Smith College and the University of Arkansas at Pine Bluff (UAPB). This program serves to support underrepresented minority students working towards careers in healthcare. By focusing on healthcare disciplines, including healthcare research and education for undergraduate and graduate students, the HBCU Med Track program is an effective mechanism to provide pre-healthcare engagement and education.

S.U.P.E.R. (Serving Underrepresented Populations through Engagement and Research) is a component of the HBCU Med Track Program and serves as a conduit that equips college students (Student Health

Advocates) with a public health foundation, community-based research skills and experience, insight on health disparities, and professional development, while bringing awareness and education to underrepresented groups/communities in Arkansas about healthier lifestyle choices. This is one of several ways to reshape the overall population health of the Natural State.

The **Pre-Health Scholars Program (PHSP)** helps provide freshman and sophomore college students interested in healthcare the opportunity to expand their knowledge and understanding about various healthcare related career fields and professions. Through PHSP, students learn about medical and public health interventions and innovations, collaborate with leaders in the healthcare industry and are exposed to cutting-edge technology currently used in professional training and laboratory experiments.

Pre-Medical Summer Scholars (PMSS) targets undergraduate juniors and seniors. It is a non-residential program designed to provide pre-medical students from disadvantaged backgrounds with a means of strengthening their ability and readiness to study medicine.

The **Summer Research Internship (SRI)** provides high school juniors, seniors and college students who are interested in pursuing careers in research and healthcare the opportunity to expand their knowledge and understanding by conducting science-based research.

The **Pre-Nursing Summer Scholars** is a program designed to support students who are preparing to take the TEAS entrance exam.

Recruitment

Number of recruitment events, including virtual events	40
Number of participants (average/total)	37/821
Number of Conferences attended	5
Number of students encountered at conferences	195

University/College Engagement

- Jackson State University
- Fayetteville State University
- University of Arkansas at Pine Bluff
- Philander Smith College
- Shorter College
- Southern Arkansas University Tech - Camden
- Dillard University
- Southern University - Baton Rouge

- Crossett Community College
- Tennessee State University
- University of Arkansas at Little Rock
- Texas A&M
- Prairie View A&M
- Arkansas State University
- Xavier University – New Orleans

As a result of additional outreach to regional HBCUs and partnerships schools (Philander Smith College, Shorter College, Arkansas Baptist, Tennessee State, SAU Tech Camden, Arkansas State, U of A Fayetteville, UAPB, Texas A&M, and Prairie View A&M), DDEI staff established contact with 255 students.

UAMS Days were held at Arkansas State University, Philander Smith College, UA Fort Smith, UA Monticello, University of Central Arkansas, Southern Arkansas University, UA Fayetteville, Henderson State, UA Pine Bluff, Hendrix College, Ouachita Baptist College, UA Little Rock and Fayetteville State University, resulting in contact with 196 students.

The DDEI Underrepresented Student Recruitment, Retention and Engagement subcommittee successfully launched its first cohort of DDEI Student Ambassadors. Each college has appointed a student to serve in this role. Student Ambassadors work with the DDEI Manager of Diverse Recruitment of Diverse to recruit and engage undergraduate and high school students. Student ambassadors have:

- Hosted Chat and Chill sessions with current UAMS underrepresented students
- Provided UAMS campus tours for high school students
- Worked with Pathways Academy program at Hall High School
- Recruited students to register for SNMA’s MAPS Conference, resulting in contact with 179 students.

Conduction of two **UAMS Virtual Pulse Checks**, designed to increase the likelihood of students who have been accepted by UAMS colleges and the graduate school matriculating to UAMS. Forty-three students participated in UAMS virtual pulse checks.

Funding: HRSA Medical Student Education (MSE) program supports graduate education for medical students preparing to become physicians in the top quintile of states with a projected primary care provider shortage in 2025.

Goals:

In the coming year, DDEI will:

- Continue to increase diverse student recruitment, with a focus on rural regions, to reflect state demographics.
- Utilize CRM student recruitment and engagement software program to assist in URM recruitment and engagement.
- Continue to partner and develop relationships with Historically Black Colleges and Universities (HBCUs) and Minority Serving Institutions to increase diversity of postdoctoral students, research and health professionals.
- Collaborate with TRI to develop professional development programming for underrepresented faculty researchers.

Other Key Highlights

- DDEI hosted student symposium at 130th AMDPA (Arkansas Medical Dental and Pharmaceutical Association) conference.
- Hosted an in-person 2nd Look Weekend and Student Symposium for URiM students for College of Medicine in conjunction with Arkansas Medical Dental and Pharmaceutical Association.
- DDEI GME subcommittee hosted three virtual open houses for underrepresented in medicine students interested in applying to residency programs at UAMS.
- Collaboration between three DDEI subcommittees (student, faculty and GME) to develop “UAMS Survival Guide,” which offers tips and recommendations for new students, residents and faculty.
- Edith Irby Jones SNMA Chapter selected to host Region III Student National Medical Association (SNMA) Conference, which includes chapters in Oklahoma, Texas, Colorado, New Mexico, Arkansas, Mississippi, and Louisiana.
- Hosted student symposium for college and professional students at Region V National Medical Association Regional Meeting, held in Little Rock on April 21-23, 2023. The association includes Arkansas, Iowa, Kansas, Missouri, Nebraska, New Mexico, Oklahoma and Texas.
- DDEI Underrepresented Student Recruitment, Retention and Engagement Subcommittee hosted its first “Remix Red Table Talk,” which focused on underrepresentation in healthcare. A panel of UAMS healthcare leaders shared their experiences. Dr. Austin Porter, Public Health Program Director, Fay W. Boozman College of Public Health, moderated the event. The panelists included Christina Clark, Vice Chancellor for Institute Support Services, Dr. Jeffery Cook, Chief Pharmacy Officer, Dr. Carla Brown, Assistant Professor, College of Medicine, Peds

Neonatology, and Dr. Theresa Flowers, Assistant Professor, School of Social Work, University of Arkansas Little Rock.

PILLAR 3 – ACCOUNTABILITY AND RESPONSIBILITY

This pillar reinforces leaderships' commitment to building an organizational structure that ensures accountability and role clarity. DDEI collaborates with key stakeholders across the institution to develop action plans that advance diversity, equity and inclusion with metrics that track progress, assess outcomes and gauge impact of inclusive excellence initiatives.

Significant Accomplishments

- For the third consecutive year, UAMS received national ranking by Forbes for 2023 Best Employers for Diversity
- Recognition of UAMS as Top Performer by Human Rights Council as a result of Health Equity Index score to 95/100. HEI is the LGBTQIA national benchmarking tool that evaluates health care facilities' policies and practices regarding equity and inclusion of LGBTQIA employees, patients and visitors.
- For second consecutive year, recipient of HEED Health Professions award and designation as a Diversity Champion due to award application scoring in the top tier by *INSIGHT into Diversity* magazine.
- Continued to meet benchmark targets for DDEI portion of Vision 2029 Balanced Scorecard 2.0
- Forbes ranked UAMS among top 30% of Best Employers for Women

Key Initiatives:

DDEI Strategy Team – An operational team comprised of diversity leaders and key stakeholders across UAMS focused on developing action plans in support of the 2029 Vision Strategic Plan and the Diversity, Equity and Inclusion Plan. The team shares best practices and ensures seamless coordination and synergy between activities and initiatives. Through the influence of the DDEI Strategy team, the following are examples of initiatives within UAMS divisions to promote accountability and responsibility relative to diversity, equity and inclusion:

- Promotion of Health Equity at Cancer Institute with cancer screenings and education, research and clinical trials, and training and mentoring opportunities in collaboration with DDEI to increase cancer education in K
- Establishment/alignment of DEI committees within colleges/divisions to support DEI initiatives.
- Collaboration between DDEI and divisions/departments/colleges on diversity, equity and inclusion initiatives.
- DDEI collaboration with College of Medicine initiative to increase URiM (underrepresented in medicine) matriculation from 14% to 24% by 2029.

Increased DDEI Learning Opportunities – DDEI continues to provide implicit bias and other diversity, equity and inclusion related trainings to departments/divisions upon request.

Goals:

- Partner with the UAMS Division of People and Culture (DPC), colleges and departments to ensure equitable treatment of faculty, staff and students.
- Partner with DPC and search committee members to offer training on strategies to attract diverse candidate pools and mitigate the impact of unconscious bias during the candidate search process.
- Partner with DPC to track candidate flow data in the applicant tracking system to identify any disparities in the recruitment and selection process.

PILLAR 4 – EDUCATION, RESEARCH AND SCHOLARSHIP

As we position UAMS as a national leader in the diversity space, our research focuses on cultural responsiveness and equitable evaluation to address systemic barriers that create education and health inequities. We apply for community engagement, ethnic minority and patient-centered grants, which commonly support advocacy, community organizing and civic engagement to create healthy communities and diversity in education and professional settings.

Significant Accomplishments

- Collaboration with UAMS Regional Programs to launch *The Healthcare Herald*, a new student-run, peer-reviewed journal, with the goal of creating a platform for UAMS students to learn, advocate, and interact concerning healthcare delivery to underrepresented populations in Arkansas.

- Continued expansion of Prometheus, a virtual mentorship network of communities through UpSquad, to create mentoring environment for underrepresented student and faculty mentees and mentors. In 2022, the platform was expanded to include underrepresented staff staff.
- Collaboration with College of Medicine to establish three tuition-waiver scholarships for incoming URM students.
- Collaboration with Fay W. Boozman College of Public Health to sponsor three scholarships for the UAMS post-baccalaureate program.
- Partnered with Regional Programs and College of Medicine to provide resources for the IOMB program to assist URM medical students needing remediation to pass STEP 1.
- Ten students represented UAMS chapter of the Student National Pharmaceutical Association at a regional conference in New Orleans. Participants presented research and received feedback from experts, attended professional development workshops and honed their clinical skills in a patient counseling competition.
- DDEI staff and faculty members joined four S.U.P.E.R. (Serving Underrepresented Populations through Engagement and Research) students to present their research at the XULA Health Disparities Conference in New Orleans, LA. This conference allowed students an opportunity to present their research on health disparities.

Key Initiatives:

Our ultimate focus is the promotion and development of an institutional culture that is sensitive to, supportive and inclusive of individuals from underrepresented groups in the health professions. We are intentional in doing this by sponsoring and supporting the following key initiatives and programs:

- Creating organic mentoring environments for mentees and mentors.
- Supporting minority faculty-led research through Translational Research Institute (TRI) awards, e.g. KL2 and workforce diversity.
- Supporting UAMS Dr. Edith Irby Jones chapter of the Student National Medical Association (SNMA), a student-run organization focused on the needs and concerns of students of color.
- Supporting UAMS student LULAC chapter, which serves as an avenue for Hispanic/Latino students from all colleges within UAMS to network, to serve the Hispanic community, and to provide financial and social assistance for its student members.
- Supporting UAMS LULAC Scholars Program, which offers a reduction in tuition in all colleges to match the amount of scholarship support provided by LULAC.

Goals

- Apply for two extramural research grants to support Pathways Academy and Health Career University.
- Partner with Cancer Institute, TRI, Research Division and Regional Programs to seek external funding to support research-related DEI initiatives.
- Continue to present at national conferences at least twice a year.
- Assist students in disseminating and publishing their research.
- Develop and implement annual student research symposium, highlighting the scholarship and research of Pathways Academy and Health Career University scholars.

Ongoing Research Support

Dr. Brian Gittens

HRSA T99HP33556 Turnage (PD)

2019-2023

Arkansas Medical Education Primary Care Partnerships. The goals of this project are to: 1) Enhance pre-medical recruitment and retention strategies to increase the number of students from Arkansas' rural and/or MUCs enrolling in the UAMS College of Medicine (COM) and return to their communities; 2) Increase community-based opportunities in rural and/or MUC primary care clinical training sites by expanding strategic partnerships statewide; 3) Expand UAMS COM pre-clinical experiences, clinical rotations, service projects and other opportunities to increase medical student KSA r/t HRSA Core Topics and service in rural and/or MUC settings; 4) Develop and implement a Faculty/Staff Development series for new FQHC and CAH teaching clinicians; 5) Improve recruitment approaches to new and existing rural/underserved/primary care experiences and initiatives; and 6) Improve standardization and evaluation processes to effectively document, track, measure and disseminate findings and outcomes for community-based primary care initiatives.

\$7,001,483 Role: Co-Director

1UL1TR003107-01 (James, Laura P.) 07/01/2019 – 06/30/2024

National Center for Advancing Translational Sciences

Expanding Translational Research in Arkansas

Role: Workforce Diversity Lead

Accepted abstracts, publications and presentations at national/state meetings:

Dr. Brian Gittens

Presentations

Advancing Health Equity Through Institutional Diversity, Equity, and Inclusion Initiatives, Gittens, Brian E., 48th Annual Meeting of the International Society of Pediatric Neurosurgeons, Singapore, December 2022

Serving Underrepresented Population Through Engagement and Research (S.U.P.E.R.): An HBCU-Academic Health Center pilot training program to promote health through community engagement research and advocacy. National Association of Diversity Officers in Higher Education (NADOHE), Baltimore, MD. Co-Presenter.

Dr. Gloria Richard Davis

Publications:

1. **Richard-Davis, G**, Morris J. No longer separate but not close to equal: navigating inclusivity in a burgeoning field build on injustice. *Fert Ster*. 2022 Dec 13; S0015-0282(22)02040-4. [10.1016/j.fertnstert.2022.11.013](https://doi.org/10.1016/j.fertnstert.2022.11.013)
2. Williams, M, **Richard-Davis, G** et al. A review of African American women's experiences in menopause. *Menopause* DOI: 10.1097/GME.0000000000002060
3. McElfish PA, Rowland B, Hall S, CarlLee S, Reece S, Macechko MD, Shah SK, Rojo MO, Riklon S, **Richard-Davis G**, Paganelli Marin L, Laelan M, Maddison BK, Alik E, Selig JP. Comparing Community-Driven COVID-19 Vaccine Distribution Methods: Faith-Based Organizations vs. Outpatient Clinics. *Journal of Family Medicine and Primary Care*. [October 2022 - Volume 11 - Issue 10 - p 6081-6086](https://doi.org/10.4103/jfmpc.jfmpc_327_22) doi: 10.4103/jfmpc.jfmpc_327_22
4. McElfish, P.A.; Willis, D.E.; Shah, S.K.; Reece, S.; Andersen, J.A.; Schootman, M.; **Richard-Davis, G.**; Selig, J.P.; Warmack, T.S. Parents' and Guardians' Intentions to Vaccinate Children against COVID-19. *Vaccines* 2022,10,361. [https://doi.org/ 10.3390/vaccines10030361](https://doi.org/10.3390/vaccines10030361)

Accepted Abstract

Neill K, Droben G, Richard-Davis G, Frisby A, Fenton M, Caballero A. Developing knowledge, attitudes, and perceptions to advance culinary and lifestyle medicine and health through interprofessional collaborative care. Abstracts of the Teaching Kitchen Research Conference; Los Angeles, CA. 2022 October 18-19: *Journal of Integrative and Complementary Medicine*; Feb 2023. Abstract nr P27.

Presentations

- 2023 *Serving Underrepresented Population Through Engagement and Research (S.U.P.E.R.): An HBCU-Academic Health Center pilot training program to promote health through community engagement research and advocacy.* National Association of Diversity Officers in Higher Education (NADOHE), Baltimore, MD, Co-Presenter.
- 2022 *Mentorship and Pipeline Programs: Roadmap to Successfully Diversifying Reproductive Medicine Workforce,* ASRM Annual Conference, Anaheim Oct 24, 2022
- 2022 *Menopause: This Girl is on Fire.* Central Area Links, Inc Leadership Summit. Louisville, KY, October 9, 2022
- 2022 UAMS Dean Invited Lecture Advancing Health Equity Programs within Academic Medical Centers, “*Paving the Road to Health Equity,*” September 23, 2022.
- 2022 *Representation Matters: Diversity, Equity & Inclusion in Reproductive Medicine,* Cleveland Clinic Division of Reproductive, Endocrinology and Infertility Sept 12, 2022, Virtual.
- 2022 *Shifting the Paradigm to Health with Culinary Medicine,* AOMA, August 11, 2022, Virtual
- 2022 *Paving the Way to Health Through Our Forks,* July 30, 2022, National Medical Association Ob Gyn Section, Atlanta, GA
- 2022 Keynote Address, “*Contemporary and Historical Impact of Structural Racism in Women Health,*” LSU-National Medical Association Cobb Institute Research Symposium, Jun 3, 2022, Virtual.
- 2022 *Women Health Inequities- Contributing Factors,* University Hospital Cleveland Medical Center, April 27, 2022, Virtual
- 2022 *The Critical State of Black Women Health,* Arkansas Advocates for Families and Children Panel Discussion, April 12, 2022, Virtual
- 2022 *How Structural Racism in America Informs Fertility Disparities for Black Couples,* ASRM Black History Month Webinar, Feb 17, 2022, Virtual
- 2022 *Heart Healthy Eating* Arkansas Department of Health Grand Rounds Feb 16, 2022
- 2022 *Diversity, Equity & Inclusion in Reproductive Medicine,* University of Massachusetts

Renisha Ward, M.Ed.

Presentations

Serving Underrepresented Population Through Engagement and Research (S.U.P.E.R.): An HBCU-Academic Health Center pilot training program to promote health through community engagement research and advocacy. National Association of Diversity Officers in Higher Education (NADOHE), Baltimore, MD. Co- Presenter.

Dr. Shanea Nelson

Presentations

Pathways Academy Expanding to Arkadelphia. Arkadelphia Rotary Club. November 11. 2022.

“It Takes a Village: The UAMS Pathways Academy, An Innovative Educational Approach to K-12 STEM-H Engagement.” National Association of Diversity Officers in Higher Education Annual Conference, Co-Presenter, April 13, 2023.

Amanda Winston, MPA

Presentations

Serving Underrepresented Population Through Engagement and Research (S.U.P.E.R.): An HBCU-Academic Health Center pilot training program to promote health through community engagement research and advocacy. National Association of Diversity Officers in Higher Education (NADOHE), Baltimore, MD. Co- Presenter.

Katina White

Presentations

Science for ALL: Equity in the Science Classroom. National Science Teacher Association: 2023 Atlanta National Conference, Presenter.

“It Takes a Village: The UAMS Pathways Academy, An Innovative Educational Approach to K-12 STEM-H Engagement.” National Association of Diversity Officers in Higher Education Annual Conference, Co-Presenter, April 13, 2023.

Dr. Kazandra Wilson

Presentations

“It Takes a Village: The UAMS Pathways Academy, An Innovative Educational Approach to K-12 STEM-H Engagement.” National Association of Diversity Officers in Higher Education Annual Conference, Co-Presenter. April 13, 2023

Amanda Winston, MPA

Serving Underrepresented Population Through Engagement and Research (S.U.P.E.R.): An HBCU-Academic Health Center pilot training program to promote health through community engagement research and advocacy. National Association of Diversity Officers in Higher Education (NADOHE), Baltimore, MD. Co- Presenter.

S.U.P.E.R. Student Presentations

Ciara Jenkins, Philander Smith College, *“The Lack of Healthy Food Options and Nutritional Balance at an HBCU in Central Arkansas.”* XULA Conference, February 22-24, 2023, New Orleans, LA.

Colby Wilson, University of Central Arkansas, *“The Inner Relation between Oral Health and Erectile Dysfunction,”* XULA Conference, February 22-24, 2023, New Orleans, LA.

Genesis Jackson, University of Arkansas at Pine Bluff, “*Menu Engineering: A Diet-Based Intervention for Prevention and Management in Rural and Southeast Arkansas.*” XULA Conference, February 22-24, 2023, New Orleans, LA.

Kennedy Hicks, University of Arkansas-Fayetteville, “*What is the Relationship between School District Educational Resources, Student Outcomes and Socioeconomic Status?*” XULA Conference, February 22-24, 2023, New Orleans, LA.

S.U.P.E.R. Student Publications

Genesis Jackson, University of Arkansas at Pine Bluff, “*Menu Engineering: A Diet-Based Intervention for Prevention and Management in Rural and Southeast Arkansas.*” UAMS Healthcare Herald Journal

PILLAR 5 – STRATEGIC PARTNERSHIPS

Inclusive excellence requires that our work is done in partnership with the communities we serve and sponsor, to promote UAMS as a clinical provider, employer, research and educational institution of choice. This requires us to be a leader in mitigating health and educational disparities and engaging with diverse communities to meet their needs for health, employment and learning.

Pathways Academy Key Strategic Partnerships

Internal

- UAMS Transitional Research - Pathways Academy continues to partner with UAMS Transitional Research to support its Community Science Academy for teenagers and embedding it into the Pathways Academy RAMP-UP program curriculum for 9th-12th grade students.
- UAMS Cancer Institute has partnered with Pathways Academy to integrate cancer education modules into the Pathways Academy curriculum. “Introduction to Cancer” modules were piloted with RAMP-UP scholars. The goal is to gradually integrate cancer education, cancer career exposure and cancer research into all levels of Pathways Academy programming.
- UAMS Regional Programs provides funding support through POSME and participant referrals.
- UAMS College of Pharmacy – Hosted Pharmacy Day. Faculty, staff, and Student Ambassadors shared career opportunities in the field of pharmacy with RAMP-UP scholars.

- They also facilitated fun hands-on simulation activities that aligned with various tasks that pharmacists are expected to perform.
- UAMS College of Health Professions – Hosted Health Professions Day at UAMS, where faculty, staff, and Student Ambassadors shared information about Health Professions academic programs and careers with RAMP-UP Scholars. Scholars also participated in fun hands-on simulation activities relative to Health Professions.
 - UAMS Fay W. Boozman College of Public Health – Hosted Public Health Day at UAMS where RAMP-UP scholars learned about public health academic programs and career opportunities. Scholars participated in a case study on maternal and child health equity in Arkansas.

External

- Arkadelphia Public Schools
- Arkansas State University-Newport
- Arkansas USDA-Natural Resources Conservation
- AR Minority Health Commission
- Big Brothers Big Sisters of Central Arkansas
- Carver Magnet Elementary School
- Hall STEAM Magnet High School
- Helena-West Helena School District
- Hot Springs School District
- Jonesboro High School
- Little Rock School District
- Pine Bluff School District
- Schmieding Foundation
- SAU Tech (Southeast AR Technical College)
- Southeast Arkansas Community College (SEARK)
- Springdale School District
- University of Arkansas Cooperative Extension Service County Offices (i.e., Garland and Pulaski County offices)
- Usher's New Look

Health Careers University Key Strategic External Partnerships

- Jennifer Fowler, Program Director and PI AR NSF EPSCoR dartproject.org

- Pre-health advisors statewide
- Morehouse School of Medicine- Satcher Institute and Center for Maternal Health
- Health Equity coalition- AMDPA (Lanita White, Pharm.D./Derek Lewis), Urban League (Scott Hamilton), AR Minority Health Commission (Kenya Eddings)
- AR Math and Science School- (ASMSA) Dr. Patrycja Krakowiak
- University of Arkansas at Pine Bluff
- Philander Smith College
- AR Commitment- Darren Morgan
- National Medical Foundation- Michelene Davis and Sandra Nichols, M.D.

DDEI GRANTS

Grantor

Grantee Program

DHHS, Health Resources & Services Admin. (HRSA)	HBCU Med Track
AR Dept. of Workforce Services (TANF)	Pathways Academy
DHHS, Health Resources & Services Admin. (HRSA)	AHEC POSME – Pathways Academy
Bank of America	Pathways Academy
Schmeiding Foundation, Inc.	UAMS Schmeiding Foundation
	Pathways Academy of Springdale
Arkansas Minority Health Commission	Pathways Academy
Arkansas Economic Development Commission	Health Career University

Goals:

- Develop strategic partnerships to advance inclusive community building.
- Partner with Cancer Institute, TRI, IPE, Research Division and Regional Programs to develop programs to diversify healthcare and research workforce.
- Partner with community partners to ensure access to DEI programs and initiatives across the state.
- Engage with community advocates to address DEI-related issues that are salient to their respective community.

Partnership Initiatives:

Arkansas Medical, Dental and Pharmaceutical Association (AMDPA) – This partnership is focused on building relationships with and strengthening the leadership skills of high school and college students from underserved areas who are considering careers in health care as well as mentoring opportunities with students currently enrolled at UAMS.

Arkansans Minority Health Commission - In partnership with the Arkansans Minority Health Commission, DDEI formed the Community Advisory Council for Health Equity (CACHE), an advisory body that meets quarterly to develop and implement strategies and engagement initiatives focused on advancing health equity throughout Arkansas.

Arkansas STEM Coalition - This partnership aids our effort to provide STEM experiences for Arkansas students. In addition, our vice chancellor is a member of the executive board.

UAMS Project SEARCH – This on-site job-training program supported by DDEI in partnership with Arkansas Rehabilitation Services and ACCESS Schools helps young adults with disabilities develop independent living and working skills. It has served more than 150 young adults with disabilities since its inception in 2013. In 2023, UAMS celebrated its 10th year of UAMS Project Search.

Raising Exposure & Awareness of Careers in Health (REACH) in the Delta program - Now in its fifth year, REACH in the Delta is a joint endeavor of the Student National Medical Association (SNMA), the Student National Pharmaceutical Association (SNPhA), DDEI, and the AMDPA. Each year, students from all UAMS academic units travel to KIPP Delta Collegiate High School in Helena-West Helena to introduce hundreds of high school students to higher education opportunities and careers in health care.

Initiatives in this pillar help support larger UAMS Vision 2029 goals such as:

- Reduce health disparities across Arkansas
- Improve the health and wellness of all Arkansans
- Ensure a diverse workforce to meet Arkansan healthcare needs
- Develop partnerships to diversify and enhance our research capacity
- Raise digital health awareness across the State of Arkansas

Key Initiatives in this pillar help support larger Vision 2029 goals including:

- Increase capacity to meet the needs of our patients and referring physicians
- Expand internal/external partnerships to support academic programs
- Develop partnerships to diversify and enhance our research

UAMS VISION 2029 2.0/Refresh Cascade Balanced Score Card: DEI (Gittens)

VISION: By 2029, the University of Arkansas for Medical Sciences (UAMS) will lead Arkansas to be the healthiest state in the region* through its synergies of education, clinical care, research, and purposeful leadership.

MISSION: The mission of UAMS is to improve the health, health care and well-being of Arkansians and of others in the region, nation and the world by: Educating current and future health professionals and the public; Providing high-quality, innovative, patient-and family-centered health care and also providing specialty expertise not routinely available in community settings; and Advancing knowledge in areas of human health and disease and translating and accelerating discoveries into health improvements.

STRATEGIC THEMES: DIGITAL HEALTH

FAIR AND JUST CULTURE

PARTNERSHIPS

STRATEGIC RESULTS: Become a fully deployed digital health institution

Attain national recognition as a fair and just culture institution

Become Arkansas' destination for healthcare

Strategic Objectives/Strategy Map (Vision 2029 1.0/2.0 Alignment)	Measures/Data Sources	2025 Targets (Updates if Achieved in red)	Initiatives (Updaters)
<p>External Stakeholder</p> <ul style="list-style-type: none"> Improve patient and partner satisfaction C24/C25/1 Improve student satisfaction/retention success BA/ES/2 Improve research and development success R2-3/ES/3 Improve community impact in all mission areas S2C1/5/4 			
<p>Financial</p> <ul style="list-style-type: none"> Improve performance in evolving healthcare finance models F2/PM/1 Grow margin to meet the mission F1-3/5/PM/2 	Census/Gsus Data College level data	All colleges enrollment will reflect racial diversity proportions of the state (Roll-up Stuebel) UAMS will achieve overall institutional completion rate (150% on time) of a least 75% with 0% disparity gaps for URM (Stuebel)	Pathways programs K-12 (TBD) DOEI Pipeline (TBD) Evaluate URM student satisfaction (TBD) Post bacc program (Graham) Student success center (Neill) Student wellness (Thiapa) Student scholarship support (Eick) DBE Enrichment (Richard-Davis)
<p>Internal Processes</p> <ul style="list-style-type: none"> Expand digital health D1/PT/1 Improve all aspects of direct care C1/PT/2 Improve student readiness/retention success to meet A1 work S4/PS Expand research impact in all mission areas R2-3/PM 	Forbes Employer's Diversity	#1 employer in AR for Diversity (Gittens)	URM Faculty/Staff hiring guides (TBD) Talent Acq. (Phillips)
<p>Organizational Capacity</p> <ul style="list-style-type: none"> Increase recruitment/retention of diverse, skilled employee workforce T1/OC Expand infrastructure to align with needs of the T1/OC Expand training and capacity for organizational skills and leadership R4/OC 	<p>Fair and Just Culture/Equity measures on employee engagement survey</p> <p>Monthly employee turnover rate</p> <p>Employee engagement survey</p> <p>MyCompass</p>	<p>Increase F&J equity measures by 25% compared to 2019 (Richards)</p> <p>Reduce gap to benchmark by 50% (Scaled)</p> <p>46% title of benchmark for AMC/employers for employee engagement scores (Richards)</p> <p>50% of leaders with direct reports will complete leadership development training (Richards)</p>	<p>F&J committee (Bradley)</p> <p>Employee engagement initiatives (Rawlin)</p> <p>Employee engagement initiatives (Rawlin)</p> <p>OD programs (Richards)</p>

*CDC region: AR, TN, LA, MS, AL, NC, SC

College of Medicine (COM)

Increasing the recruitment and retention of under-represented minorities in medicine (URMiM) and disadvantaged students to the UAMS College of Medicine is a long-standing commitment and goal. All of the recruitment events and programs carry an emphasis on increasing diversity in each medical school class. The Admissions Committee for the College of Medicine is comprised of 15 faculty members who are M.D. trained or M.D./Ph.D trained and serve for a period of four years. Each year, an average of two to four members rotate off and are replaced with new members appointed by the COM Dean. For the 2022 admissions cycle, there were nine men and six women on the committee. All members receive annual training at the beginning of the admissions cycle to follow the principles of a holistic review of medical school applications, taking into consideration the effect of gender, race, ethnicity, as well as socioeconomic and geographical factors in a medical school application. Students who are economically disadvantaged can apply for the “Fee Assistance Program (FAP) by the American Medical College Application Service (AMCAS). All applicants to the UAMS College of Medicine who apply for and are eligible for the Fee Assistance Program (FAP) pay a reduced rate for MCAT and application fees. This economic status is recognized by UAMS and students are offered a reduced rate for FAP-approved applicants when submitting their UAMS-specific secondary medical school application.

Recruitment activities by the College of Medicine have historically focused on college-age students who are pursuing an undergraduate Bachelor’s degree in preparation for application to medical school. The Division of Diversity, Equity and Inclusion (DDEI) has contributed by recruiting programs aimed at elementary through high school-aged applicants. These summer pipeline programs target minority and disadvantaged students in both the public and private K-12 educational system. The College of Medicine also participates in several recruiting events sponsored by the DDEI through the UAMS Inclusive Excellence Pre-Health Summit (formerly known as Diversity Day), and additional events for URM high school and college-aged students through the Student National Medical and Dental Association (SNMA) and the Health Professions Recruitment and Exposure Program (HPREP). The College of Medicine recruitment efforts also extend to contributing to the Premedical Summer Scholars Program (PMSS) for MCAT preparation and the Summer Research Internship (SRI) program for both high school and college-age URM students who are interested in research or possibly applying to medical school or both in an MD-PhD program. Additionally, the Associate Director of Medical Student Admissions and Outreach Programs (Ms. Kimberlyn Blann) is directly involved with efforts in the UAMS Graduate School for the planning and implementation of the NIH grant funded “Initiative for Maximizing Student Development” (IMSD) program. From the UAMS Graduate School web page,

“The IMSD program was developed to increase the number of students from underrepresented groups (African Americans, Hispanics Americans, American Indians, Natives of US Pacific Islands, individuals with disabilities, and individual from disadvantaged backgrounds) graduating with doctorates in the biomedical sciences.” In most cases, communication and recruitment efforts were accomplished virtually using video conferencing in 2021-2022 with some in person events. This included the “Pulse Check” session with underrepresented individuals accepted into the College of Medicine to introduce them to leaders in COM Admissions office and COM Student Affairs, in collaboration with individuals from the Division of Diversity, Equity and Inclusion (DDEI). In year’s past, prior to the constraints of the COVID pandemic, the Director of Admissions for the COM gave presentations to MASH (Medical Application of Science and Health) participants. These students are rising juniors or seniors in high school from smaller communities throughout the state who are interested in health professions.

Outreach Initiatives for URM prospective medical students:

College of Medicine Social Media Campaign 2022

March 2023, Assistant Dean Sharanda Williams led breakout sessions at the annual Minority Association of Pre-medical Students (M.A.P.S) Conference where over 130 undergraduate students from schools from all over Arkansas attended sessions that included topics on the medical school application process and other health career related topics. The conference was organized by sophomore medical student Kathryn Eaton, Ph.D.

Leadership and National Meetings attended:

In August of 2022, the College of Medicine provided financial support for medical students to attend the World Professional Association for Transgender Health to present academic research at an international conference. The College of Medicine also provided support for student members of the Latino Medical Student Association and the Student National Medical Association to attend national conferences and represent the College of Medicine with exhibitor booths targeting the recruitment of Latino and African American students. Kimberlyn Blann (College of Medicine) and representatives from the Division of Diversity, Equity and Inclusion represented UAMS at a one-day recruiting fair to highlight the programs UAMS has to offer for students attending who are interested in health care careers. Assistant Dean Sharanda Williams became the first staff member of UAMS to graduate from the AAMC Healthcare Executive Diversity and Inclusion Certificate (HEDIC) program in August of 2022.

Goals

The current Director of Admissions and Recruitment for the College of Medicine is involved in the institution’s commitment to increasing student diversity on campus as an appointed member of the **Student Recruitment, Engagement, and Retention Committee** within the Division of Diversity, Equity and Inclusion. The charge of the committee is to evaluate data for underrepresented minority students and retention rates, to recruit faculty to participate in recruiting events and workshops, and to engage current URM students through social and recruiting events. The committee meets twice a month from August to May. The current Associate Director the Medical Student Admission and Outreach Programs, Kimberly Blann serves as one of the co-Chairs of the DDEI Student Recruitment and Retention Committee. In November 2022, Dean Susan Smyth formed the Strategic Committee for the Recruitment and Retention of Underrepresented Minority Students in Medicine. The committee is led by interim dean G. Richard Smith and consists of staff liaisons from DDEI, staff members from the College of Medicine Admissions office, assistant dean Sharanda Williams, and the associate dean for analysis, planning and strategic program development Beatrice Boateng, Ph.D. This committee is designed to analyze and evaluate admissions practices and improve upon recruitment strategies that lead to an increased number of underrepresented applicants that convert to matriculated students within the College of Medicine.

Summary of Recruitment and Retention Initiatives

COM retention initiatives for 2022 have included supported a student Toastmaster’s club called Confident Communicators that allows students from underserved and underrepresented backgrounds to develop speaking, presentation, and professional identity in a safe environment. Students have the opportunity to listen and speak collaboratively while engaging with fellow students, staff and community leaders. The COM also supports a virtual mentoring platform called upsquad.com that allows students from underrepresented backgrounds to find and collaborate with mentors across the UAMS campus. Students are encouraged to find research opportunities, scholarship opportunities and to participate in student interest groups through the platform. The COM Council of Department Chairs has endorsed efforts to expand recruitment of minority students, residents and faculty. To support these efforts, representatives from the College of Medicine visited campuses across Arkansas and gave presentations to various organizations as part of COM recruitment efforts to increase medical student diversity. Recruitment events are detailed in the chart below.

Event	Date
UAMS COM Presentation to premedical student club Hendrix College Conway, AR	September 7, 2022

UAMS COM Presentation to premedical student club Lyon College Batesville, AR	September 8, 2022
UAMS COM Presentation to premedical student club Harding University Searcy, AR	September 8, 2022
UAMS Recruitment Day- Ouachita Baptist University Arkadelphia, AR	September 8, 2022
UAMS Recruitment Day- Philander Smith College, Little Rock, AR	September 15, 2022
AED Premedical Honor Society Presentation: University of Arkansas Fayetteville, AR	September 22, 2022
UAMS Recruitment Day-University of Arkansas Fayetteville, AR	September 23, 2022
UAMS COM Presentation to premedical student club, AR State University Jonesboro, AR	September 26, 2022
UAMS COM Presentation to premedical student club, AR Tech Russellville, AR	October 4, 2022
UAMS COM Presentation to premedical student club, University of Arkansas Monticello Monticello, AR	October 11, 2022
UAMS COM Presentation to premedical student club, Henderson State University, Arkadelphia, AR	October 13, 2022
UAMS COM Presentation to premedical student club, UA- Little Rock (am) Little Rock, AR	October 18, 2022
UAMS COM Presentation to premedical student club, Dillard University (HBCU) New Orleans, AR	October 18, 2022
UAMS COM Presentation to premedical student club, University of Central Arkansas (pm) Conway, AR	October 18, 2022
UAMS COM Presentation to Associate Dean and new faculty premedical committee UALR Little Rock, AR	October 19, 2022
UAMS Recruitment Day- UA- Little Rock Little Rock, AR	October 19, 2022
UAMS COM Presentation to premedical student club- John Brown University Siloam Springs, AR	October 24, 2022
UAMS Recruitment Day- University of Arkansas Pine Bluff Pine Bluff, AR	October 25, 2022
UAMS Days Recruiting Event Hendrix University	November 3, 2022

AAMC Admissions and Recruiting Conference Nashville, Tennessee	November 14, 2022
Recruitment Event: Arkansas State University	November 29, 2022

Medical Scholars Public Health (MSPH) Post Baccalaureate Program:

The Medical Scholars in Public Health (MSPH) post-baccalaureate program is an educational bridge for Arkansas residents, who come from socially, economically, or geographically disadvantaged backgrounds and who have faced challenges in the medical school admissions process. Of the initial 14 students in the program, eleven applied to medical school and five students were accepted into the fall 2022 entering class of the College of Medicine. For the fall of 2023 of the MSPH post-baccalaureate program, five students were accepted to the UAMS College of Medicine.

The Anesthesia Tech Pipeline Program is an educational and work experience designed to foster mentorship and a structured path into medical school for Underrepresented Minority (URM) students. The anesthesia tech pipeline program is a partnership between the UAMS Department of Anesthesiology, the UAMS College of Medicine, and two HBCUs: the University of Arkansas at Pine Bluff, and Philander Smith College.

Diversity-focused financial strategies

The College of Medicine offers two types of waivers of out-of-state portion of tuition to non-Arkansas residents accepted for admission. Students must apply for the waivers and be approved by the College of Medicine Dean. The cost of tuition is double for non-Arkansas residents compared to Arkansas residents. To minimize student educational indebtedness and to recruit applicants from socioeconomically and geographically disadvantaged backgrounds to the entering freshman class, we offered 14 non-Arkansas resident Diversity and Academic tuition waivers to non-Arkansas residents for the 2020-21 admissions cycle. The Scholarship Committee considers multiple factors in its selection process and takes a holistic approach in also awarding scholarships to students from socioeconomically and geographically disadvantaged backgrounds. A majority of under-represented minorities were selected for scholarships for the 2022-23 academic year.

The College of Medicine offered five Diversity Tuition Waiver scholarships and four Academic Tuition Waiver scholarships to offset the increased tuition for non-AR residents selected for medical school. Overall, five students accepted the scholarships. A second scholarship of \$7000.00 was awarded to an African American female student accepted to the UAMS College of Medicine.

The College of Medicine **Dean's Full Tuition Scholarship** was launched in spring 2022. Dean Susan Smyth, M.D., Ph.D., established a new full tuition scholarship to retain accepted medical students from underrepresented minorities and/or incoming students who are geographically or socioeconomically disadvantaged. Full tuition will be provided for all four years of medical school. For the entering class of 2022, two recipients of the scholarship were Hispanic, one was African American, and two were White Caucasian.

Additional financial resources of \$40,000.00 was made available to students in the College of Medicine target areas of low socioeconomic status, from rural or underserved areas of the state, underrepresented in medicine and who were also identified as academically high risk for the United States Medical Licensure Examination (USMLE). The College of Medicine partnered with DDEI and a third-party vendor to provide on campus support in studying and testing methods for the first cohort of students in the summer of 2023 prior to students sitting for the USMLE Step I. The course consisted of a six-week long, instructor guided, structured and intensive study plan provided on campus to alleviate the financial burden of travel and out-of-state cost of living to attend the program. The goal of the program is to increase the first time pass rate of the USMLE Step exam which is directly correlated to the chance of matching into a residency program.

Outreach programs to support underrepresented community members (low income, rural, underrepresented minorities in medicine).

The College of Medicine has collaborated with the Division for Diversity, Equity and Inclusion to reach out to local first-year undergraduate students and sophomores in Jefferson, Craighead and Union County through the *Pre-Health Scholars Program* for freshman and sophomore college students interested in healthcare fields and health professions. Current COM students serve as ambassadors in collaboration with Regional Programs.

Programs for High School Students:

Dr. Kevin Phelan, Professor in the Department of Neurology and Developmental Sciences and co-director of the Division of Clinical Anatomy, UAMS College of Medicine received an NIH grant in 2018 to develop hands-on experiences for high school students to generate an interest in future health care careers.

“The *ArkanSONO SEPA Program* is a technology-based outreach exposure program for high school students. The technology outreach program uses the power of point-of-care ultrasound and other imaging

technologies to stimulate student interest in Science, Technology, Engineering, and Mathematics (STEM) fields and careers.”

College of Health Professions (CHP)

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

The College of Health Professions is committed to recruiting high-quality faculty, staff, and students with diverse backgrounds not only to align with the institutional UAMS Vision 2029 but also the college's strategic plan initiatives.

Student recruitment activities in the College of Health Professions primarily focus on high schools and 2- and 4-year institutions. Key recruitment initiatives include but are not limited to participation in programs and activities organized and managed by the UAMS Division of Diversity, Equity, and Inclusion (DDEI) and attending recruitment events at historically black colleges and universities (HBCUs), minority-serving high schools, other academic institutions, and community-based organizations. Recruitment focus areas across the State of Arkansas utilize UAMS Regional Program regions: East, North Central, Northeast, Northwest, South, South Central, Southwest, and West, which include underserved and minority populations.

CHP Programs have protocols in place to identify students early who may be struggling academically. Students who are not meeting specified thresholds are placed on an individualized remediation plan. In the past academic year, the Associate Dean for Academic Affairs has worked with five programs to enhance their remediation processes in order to better identify struggling students early and implement steps for improvement. For example, one program increased the semester GPA minimum for triggering remediation, which provides students with a formalized improvement plan earlier in their plan of study. These plans address academic issues as well as other factors that may be impacting the student's performance. In addition to providing content-specific assistance from the program's faculty, students are also encouraged to seek the resources provided by the College's learning specialists and student wellness team. Both of these groups work diligently with students and faculty to destigmatize utilizing their services, which can often be a barrier for under-represented students.

CHP's efforts to recruit a more diverse faculty include broadening searches, actively seeking out diverse candidates through professional networks, and developing position announcements that are more general in order to appeal to a larger applicant pool. Departments

are encouraged to go beyond their usual sources when posting faculty positions. The College supports advertisements in multiple venues. Faculty are also supported to attend conferences where they are able to network with colleagues and recent graduates who may be a good fit for a CHP faculty position. As much as possible, the College develops general position announcements that do not specify a certain area of expertise. This encourages more applicants from a variety of backgrounds to apply.

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

The College of Health Professions (CHP), in early 2019, developed an AY19-AY22 strategic plan that represented its vision for the future and aligned with the institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. The plan has extended past AY22 to align with the UAMS Vision 2029 Strategic Plan.

Goal One of the CHP strategic plan is to provide leading-edge academic programs that incorporate holistic measures into the admissions process. On May 12, 2022, the College held a development session on holistic review in admissions. The session was based on a research article that appeared in the summer 2021 issue of the *Journal of Allied Health*. The authors of the article, faculty from the College of Health Professions at the Medical University of South Carolina, presented the session which covered their research, findings, application to admissions processes, and general discussion (Q&A). Department chairs, program directors, and directors of our programs' admissions committees attended the session. The intent was to support mission-aligned admissions or selection processes that take into consideration applicants' experiences, attributes, and academic metrics as well as the value an applicant would contribute to learning, practice, and teaching. This type of review allows admissions committees to consider the "whole" applicant, rather than disproportionately focusing on any one factor. Following the session, each CHP program revised their admissions processes to include a holistic review of applicants. All CHP programs will implement the revised admissions processes for fall 2024 enrollment. Admissions and retention data will be evaluated to assess the effectiveness of the addition of holistic admissions measures to the programs' admissions processes.

Goal Five of the CHP strategic plan is to promote an environment that fosters diversity, inclusion and equity. College faculty and staff actively participate and hold positions on the

various UAMS Division for Diversity, Equity, and Inclusion Engagement Sub-Committees (DDEI). The College has representation on the following DDEI Subcommittees: Women's Faculty Development Caucus, URM Student Recruitment, Engagement, and Retention, URM Faculty, Recruitment, Engagement, and Retention, LGBTQ Diversity, Equity, and Inclusion, Disability, and Veteran Diversity, Equity, and Inclusion. The role of CHP faculty and staff on these subcommittees is to keep CHP students, faculty and staff informed of diversity and inclusion initiatives at UAMS and to encourage college participation.

CHP faculty, staff, and students are encouraged to participate in activities that promote diversity and raise cultural awareness (e.g., Diversity Month, Juneteenth Celebration, Asian, Pacific Islander Heritage). Faculty and staff are required to complete Implicit Bias and its Everyday Impact training annually. Faculty, staff, and students are also encouraged to participate in University- and College-wide diversity, equity, and inclusion events.

The College requires cultural competence training for all faculty and their participation in campus-wide diversity and inclusion initiatives is strongly encouraged. Faculty retention is a primary area of focus for CHP. A CHP faculty member has been appointed to the UAMS Division of Diversity, Equity and Inclusion (DDEI) faculty sub-committee to assist in developing strategies to address retention. Additionally, the CHP Associate Dean for Academic Affairs is collaborating with the UAMS Center for Faculty Excellence to collect data regarding reasons faculty have left. These data will inform the College in developing strategies to retain faculty.

Graduate research support for new diverse faculty, start-up research funds for new diverse faculty, incorporating diversity, equity, and inclusion into the tenure, advancement, and/or review process are a few of the strategies used to retain diverse faculty. Additionally, faculty interests are encouraged and supported, which helps with overall faculty contentment. For example, a faculty with a special interest in transgender voice therapy has incorporated the topic into both the didactic and clinical curriculum of the program. Another faculty member's membership and active participation in the National Black Association for Speech-Language and Hearing (NBASLH) which seeks to maintain a viable mechanism through which the needs of black professionals, students and individuals with communication disorders can be met.

Another strategy that CHP employs to retain diverse faculty is the CHP New Faculty Orientation Program. The aim of the program is to welcome faculty to the college and provide them networking opportunities with colleagues and administrators while introducing tools and resources for a successful career as a faculty member. For individuals new to academia, the program aims to build confidence in new faculty who are transitioning from a clinical setting into the educational arena thus, solidifying professional identity as a faculty member and encouraging retention within the College.

New recruitment strategies include extending the College presence to historically black colleges and universities (HBCU) in neighboring states, using our social media platforms, and email engagement to share content and information with HBCUs and other minority-serving organizations.

Beginning Spring of 2018, the College of Health Profession's Medical Laboratory Science Program (MLS) has aggressively recruited certified medical laboratory technicians (MLTs) from the ranks of the Army, Navy and Air Force. These 100% online students came from approximately 35 States and reflected the diverse makeup of the U.S. Armed Forces. Online military lab sciences students represent about 3% of the UAMS student body and greatly contributed to the diverse makeup of the student body. Specifically, 11% of online military students self-reported as Hispanic and 14% self-reported as Black. The MLS program has also made a concerted outreach effort to connect with rural MLTs in Arkansas and the United States. In the past 5 years, approximately 850 rural students have been trained in the online program. Many of whom are serving their communities at small or critical access hospitals. The College and the MLS program continue to build in this area.

The College also wants to ensure that once students are admitted into their programs that they have the skills to succeed. As a result, the Associate Dean of Student Affairs created a CHP Allied Health Academic Success Seminar that targets new students who may benefit from a pre-introduction to campus and additional support particularly related to incorporating clinical concepts into classroom courses and applying those concepts to clinical situations. The course is open to any CHP student regardless of ethnicity. The course was first implemented in 2019 and it continues to be offered each summer to assist students with the transition to health professions education. Since its inception, approximately eighty-five students have participated in the

course. Core components of the course include Time Management, Study Skills Resources & Tips, Critical Thinking Skills, Information Processing & Note Taking, Wellness, Test Preparation & Test Taking, and Professional Communication & Conduct. The course has been offered virtually (due to COVID restrictions) and in person. An in-person format is the preferred and most impactful option. Lead course developers are in the process of re-branding and re-designing the course to focus on a specific new student audience starting summer 2024. Because they have been identified as reasons students struggle and/or withdraw from college, core components mentioned above are expected to remain as key foundational building blocks for the course.

Another approach used to build and advance a diverse student body is reflected in College print media, social media, and website. The CHP has been intentional in making sure images show a diverse population of students, faculty, and staff.

Timeline, evaluation, and recruitment budget

To meet enrollment needs of the fifteen (15) academic programs in the College of Health Professions, the Associate Dean for Student Affairs (ADSA) and the Office of Admissions staff, which includes a full-time college recruiter, meet monthly to discuss and evaluate responsibilities related to student recruitment and admissions. Strategies are fluid as the team continues to look for and create new opportunities that will support our goal of building and advancing a diverse student body. The recruitment budget is built into the College budget and is used to target all students, including efforts that target minority students.

College of Nursing (CON)

Admissions

For UAMS College of Nursing baccalaureate, master's, and doctor of nursing practice students, the admissions process is the direct responsibility of the College of Nursing. Each program has specific GPA requirements for admission. Most programs also have employed an interview process for applicants meeting the minimum requirements. Applicants are able to view admission requirements on the website and can schedule an advising appointment to learn more. The Graduate School admits the students to UAMS, and the College of Nursing, in turn, admits qualified students to the Doctor of Philosophy in Nursing program. The College of Nursing has implemented a CAS system to broaden our applicant pool to our graduate and RN to BSN programs. The College of Nursing has undergone training from American Association of College of Nursing (AACN) on development of a holistic admissions model and additional training on emotional intelligence and behavioral interview techniques to promote a more diverse student population.

Student Retention

Retention activities and interventions are vitally important in planning for the success of our BSN students. Retention activities begin immediately with mandatory orientation when new junior students are admitted into the program. To assist with the retention process we have quarterly check-ins with students. These check-ins include, but not limited to how they are doing mentally, physically, and emotionally. The check-ins include helpful resources for the students ex: counseling services & food bank. Information is provided to students on topics such as an introduction to the UAMS Library and the Nursing Learning Resource Lab, stress reduction and management, ATI standardized testing, a review of computer and online usage, College of Nursing Policies and Procedures, information regarding course schedules and academic success and remediation services within the college.

The College uses the Assessment Technologies Institute (ATI) for standardized testing, retention resources, and identification and remediation for high risk students. The College employs an ATI Coordinator/Academic Coach who manages all student testing and remediation for this standardized content. The admission criteria mandate that each student take the TEAS V Entrance Exam. This test measures reading comprehension, math, science, and verbal skills. The student is expected to achieve a minimum score of 65 on the exam to be eligible for admission to the program. Once a student has been accepted into the program, the student is required to take the ATI Critical Thinking Inventory Exam. This exam is used to help identify critical thinking levels, areas of coping, and adaptive risk factors. Students who are identified as "at risk" will receive individualized assistance from the CON academic

coach using remediation resources from ATI and other course specific remediation tools. Throughout the BSN program, students are required to take standardized benchmark exams after certain courses to determine proficiency of course content. Students who do not meet the required benchmark scores on the standardized exams are required to complete specific remediation modules through ATI and receive assistance from faculty in assigned specialties.

Seniors in their last semester enroll in a Capstone course designed to prepare them for their licensing examination (NCLEX-RN). They have three opportunities to take a standardized ATI test called the RN Predictor and the Medical Surgical Exam. If they fail to pass both exams by the third attempt, they will receive an incomplete in the course and be required to repeat it the following semester. Any student who fails two nursing courses (including the Capstone course) will be dismissed from the program. The ATI Coordinator will provide individual and small group remediation sessions to students who fail the RN Predictor test and the Medical Surgical Exam.

The students in the nurse practitioner specialties take diagnostic readiness tests (DRT) in the first semester of their specialty courses to assess their knowledge of pathophysiology, pharmacology, and health assessment skills. Students are able to identify areas of weakness and strength to direct their studies in their specialty courses. Additionally, students take a DRT in their final semester in specialty courses to identify areas of remediation prior to boards. Many specialties use these tests to provide additional content on areas of weakness for students to enhance their program.

There are computer centers in the campus library as well as within the College which are available as a resource for students to not only access the ATI programs but also other learning modules on various nursing topics. Faculty members are available for both content and testing review on a one-on-one basis. The UAMS Office of Student Success offers services to students to enhance study and test-taking skills. English-as-a-Second-Language students also receive assistance on enhancing their language skills and reading comprehension. Students are often referred to the Student Wellness Center, a student mental health facility, which provides counseling for testing anxiety and stress management.

Student Recruitment (See Table 1 for Breakdown of Recruitment Activities.)

High School Contacts

The UAMS College of Nursing (CON) has implemented various strategies to recruit high school students for their nursing program. During the designated three-month period from September to November, CON actively participates in College Planning Programs organized by the Arkansas Association of Collegiate Registrars and Admissions Officers. These programs serve as an opportunity to connect with high school counselors and students by providing them with valuable degree information.

To expand their reach, CON has utilized virtual technology and meeting platforms, allowing them to engage with more students through virtual settings. The advancement of technology has made it easier to connect with high school students, and the experience gained has facilitated effective communication and outreach efforts.

In addition to participating in consolidated statewide programs, CON has collaborated with STEM and medical academies within high schools. This collaboration has enabled CON to organize in-class presentations, offering students firsthand information about the nursing field and the educational opportunities available.

Overall, CON's recruitment approach includes leveraging the designated college planning period, utilizing virtual platforms, and collaborating with STEM and medical academies to ensure that high school students are well-informed about the benefits of pursuing a nursing career and the various resources and support available to them.

September through November is a designated three-month period scheduled by the Arkansas Association of Collegiate Registrars and Admissions Officers for the sole purpose of educating students regarding their future in college. This schedule of College Planning Programs offers the opportunity to contact and provide degree information to high school counselors and students in 5 consolidated statewide programs. UAMS Regional Centers assisted the recruiter in attending the Southern Region College Planning Programs. The enhancement of virtual technology and meeting platforms has allowed CON to meet more students through a virtual setting. This year reaching high school students was a bit easier due to the experience of dealing with technology. CON collaborated with STEM and medical academies within high schools to organize in class presentations.

College Contacts

The UAMS College of Nursing (CON) has taken various initiatives to enhance interaction and engagement with colleges in Arkansas, with a particular focus on Historically Black Colleges and Universities (HBCUs) and a commitment to reaching a diverse student population. Here are the details of the college's efforts:

1. **UAMS Days at Two- and Four-Year Institutions:** In collaboration with other UAMS college recruiters, CON recruitment has organized UAMS Days at both two-year and four-year institutions. These events aim to engage with students at different stages of their college careers. The focus is on reaching out to students in STEM departments, as these fields are often related to nursing. The objective is to provide in-class presentations

that give prospective students an opportunity to learn more about the nursing programs. While these presentations were initially conducted in person, they have transitioned to virtual environments.

2. **Transfer Programs at Two-Year Colleges:** During the spring of each year, two-year college institutions host transfer programs to facilitate the recruitment of their students by four-year colleges and professional institutions, including the College of Nursing. As part of these programs, CON representatives meet with students, evaluate their transcripts, and provide tentative degree plans to help them plan for their future careers in nursing. This allows prospective nursing students to gain valuable insights and guidance regarding their academic pathway.
3. **Engaging with Community Colleges:** CON representatives have actively engaged with more than 400 students from 10 community colleges across Arkansas. Through these interactions, students have had the opportunity to learn about the College of Nursing, ask questions, and receive information about the nursing programs. The goal is to establish a strong relationship with these community colleges, increasing the number of prospective students who consider pursuing nursing as a career.
4. **Transition to Virtual Platforms:** With the advancement of virtual communication platforms, the College of Nursing has expanded its reach by leveraging these technologies. By transitioning to virtual presentations and engagement, the college can now provide more information to a larger audience and connect with students who may not have had the opportunity to attend in-person events. This shift to virtual platforms is expected to contribute to the growth of engagement numbers with community colleges and other institutions.

By implementing these strategies, the UAMS College of Nursing has proactively built relationships with colleges across Arkansas, with a specific emphasis on HBCUs. Through in-class presentations, transfer programs, and virtual engagement, the college aims to attract a diverse student population and promote nursing as a rewarding and fulfilling career choice.

Other Recruiting Opportunities

UAMS College of Nursing is dedicated to recruiting future nurses and encouraging current nurses to advance their education in various programs, including BSN, MNSc, DNP, and PhD. The college offers one of the two DNP Nurse Anesthesia programs available and the only PhD program in the state.

To attract prospective students, the college employs a range of recruitment efforts. They offer information sessions that can be attended either in-person or virtually. These sessions provide program information and tentative degree plans to interested students based on their college transcripts. The Student Services Office conducts monthly group virtual information sessions where prospective students can learn about the programs. Information is also disseminated through the internet and email.

When prospects make initial contact, they are directed to the college's website for further information and asked to send their transcripts to the recruiter for evaluation. A tentative degree plan is then prepared and returned to the prospective student, followed by an appointment offer. This process aims to make the recruitment process efficient and convenient for both the student and the recruiter. The college has found that students who have advising appointments are better prepared for the application process.

The college's recruitment efforts are further extended through various partnerships and collaborations. The UAMS Department of Nursing and the College of Nursing hold forums in the hospital for nurses interested in continuing their education and for professionals considering nursing as a career. The college also participates in events like "A Day in the Life" presentations, Center for Diversity Affairs programs, and recruitment activities with UAMS recruiters from other programs and departments on campus.

In terms of outreach, the college has established ongoing relationships with schools in the area, including Partners in Education schools, Head Starts, and other schools where they conduct screenings, teaching projects, flu vaccine clinics, and more. These activities serve as positive role models for the high percentage of minority students in these schools. The college actively works with historically black universities and minority organizations to establish a pipeline for minority students.

One of the challenges faced by the college is recruiting minority faculty. To address this, they have used the Hearst Minority Grant to develop new procedures and programs that focus on recruiting and retaining minority faculty. The college encourages all students to consider educator roles as they explore graduate education, as there is a high need in this area. To recruit them into teaching positions, students are given the opportunity to do a teaching practicum as part of their program, providing first-hand experience in the role of a nurse educator.

Overall, UAMS College of Nursing employs a comprehensive recruitment strategy that includes information sessions, partnerships, collaborations, outreach activities, and specialized programs to attract prospective students and faculty, with a particular emphasis on recruiting and supporting minority students and faculty.

Table 1. Recruitment Activities

Event	Date	Location
SRI	6/9/2022	UAMS-I.Dodd
BSN Information Session	6/24/2022	UAMS-G228
Counselor's Conference	6/27/2022	Hot Springs Convention Center (Hot Springs)
Counselor's Conference	6/28/2022	Hot Springs Convention Center (Hot Springs)
BSN Information Session	7/11/2022	LR Campus
BSN Information Session	7/20/2022	LR Campus
Arkansas School Governor's College Fair	7/21/2022	Arkansas Tech University-Russellville
S.U.P.E.R	8/3/2022	Wyndham-LR
Back to Beebe Bash	8/31/2022	ASU-Beebe
CON Information Session	9/2/2022	Zoom
CON Information Session	9/7/2022	Zoom
UAPTC TRIO	9/8/2022	UAPTC-North Campus
Oncology Nursing Society	9/8/2022	City Centre-LR
Articulation	9/9/2022	Philander-LR
UAPB	9/12/2022	UAPB
Rogers High	9/13/2022	Rogers
Rogers Heritage	9/13/2022	Rogers
Fayetteville HS	9/14/2022	Fayetteville
Bentonville West HS	9/14/2022	Bentonville
Springdale HS	9/15/2022	Springdale
Har-Ber HS	9/15/2022	Springdale
CON Information Session	9/16/2022	Zoom
Bentonville HS	9/16/2022	Bentonville
University of the Ozarks	9/19/2022	University of the Ozarks
Fort Smith Southside	9/20/2022	Fort Smith
Fort Smith Northside	9/20/2022	Fort Smith
CON Information Session	9/21/2022	Zoom
Stroke Conference	9/21/2022	Hot Springs Convention Center
National Park College	9/26/2022	National Park College-Hot Springs
ASU Three Rivers	9/27/2022	Three Rivers-Malvern
Jacksonville HS	9/28/2022	Jacksonville
CON Information Session	9/30/2022	Zoom
UACCM Campus Visit	10/4/2022	Morrilton
CON Information Session	10/5/2022	Zoom
Pulaski County Special School District-Secondary Transition Career and Resources Fair	10/7/2022	Virtual
Arkansas Math and Science School	10/10/2022	ASMA-Hot Springs
Pulaski County Special School District	10/11/2022	UA Little Rock-Jack Stephens
Little Rock School District	10/11/2022	UALR-Jack Stephens

Faulkner County College Fair	10/12/2022	Conway High School
ANSA	10/13/2022	Hot Springs Convention Center
ANSA	10/14/2022	Hot Springs Convention Center
ASU College Fair	10/17/2022	ASU-Jonesboro
ASU Beebe	10/18/2022	ASU-Beebe
South Central	10/19/2022	SAU Tech
UACCH	10/20/2022	UACCH-Hope
CON Information Session	10/24/2022	Zoom
UAMS DAY	10/25/2022	UAPB-Pine Bluff
UACCH Campus Visit	10/26/2022	Hope
Arkansas Northeastern	10/27/2022	Blytheville
CON Information Session	11/1/2022	Zoom
UAMS DAY	11/2/2022	SAU-Magnolia
UAMS DAY	11/3/2022	Conway-Hendrix
ARNA Conference	11/4/2022	Little Rock
CON Information Session	11/7/2022	LR Campus
UAMS DAY	11/10/2022	Arkadelphia-Henderson
Benton High School Medical Fair	11/14/2022	Benton
Southwest High School College Fair	11/15/2022	Southwest High School-Little Rock
National Guard College Fair	11/15/2022	Camp Robinson
CON Information Session	11/18/2022	Zoom
CON Information Session	11/21/2022	LR Campus
CON Information Session	11/28/2022	LR Campus
UAMS DAY	11/29/2022	ASU-Jonesboro
CON Information Session	12/5/2022	LR Campus
CON Information Session	12/9/2022	Zoom
CON Information Session	12/16/2022	Zoom
CON Information Session	12/20/2022	Zoom
CON Information Session	1/6/2023	Zoom
CON Information Session	1/18/2023	Zoom
Jacksonville HS	1/20/2023	Jacksonville
Clinic Visit	1/24/2023	Arkansas Heart Hospital
CON Information Session	1/25/2023	Zoom
CON Information Session	2/3/2023	Zoom
CON Information Session	2/7/2023	LR Campus
Transfer Fair	2/13/2023	SEARK-Pine Bluff
UAF Lunch & Learn	2/15/2023	University of Arkansas Fayetteville
CON Information Session	2/17/2023	LR Campus
Transfer Fair	2/22/2023	National Park College-Hot Springs
CON Information Session	2/23/2023	Zoom
Nurses Day	2/23/2023	State Capitol

UAPTC TRIO	2/28/2023	Zoom
Med Table Talks (Regional Recruiters)	2/28/2023	Zoom
Transfer Fair	3/1/2023	Camden
Transfer Fair	3/6/2023	UACCB
Transfer Fair	3/7/2023	ASU Beebe
Jacksonville High School Class Room Visit	3/8/2023	Jacksonville High School
Transfer Fair	3/8/2023	UAPTC-North Campus
Transfer Fair	3/9/2023	Morrilton
Bentonville High School-pre-med	3/10/2023	Zoom
UACCM Gradfest	3/14/2023	Morrilton
Little Rock Central Class Room Visit	3/29/2023	Little Rock Central
CAPS	3/30/2023	Jack Stephens UALR
Nursing Expo	4/1/2023	Jack Stephens UALR
Annual Recruitment Day	4/3/2023	Black River Technical College
Watson Chapel Health Career	4/4/2023	Watson Chapel High School
ARANA	4/15-4/16-2023	Little Rock
Health Professions Transfer Fair	4/17/2023	ASU Beebe
College Fair for Rising Seniors	4/18/2023	Batesville Southside High School
Spring Education Day	4/19/2023	Baptist Health NLR
ANPA	4/21/2023	Hot Springs Convention Center
Hall High School Classroom Visit	5/15/2023	Hall High School
UAMS Master of Case Management Program	5/23/2023	Zoom

Meeting Institutional Goals for Recruitment and Retention

For the 2022–2023 academic year, CON awarded 113 scholarships, of which, 43 (38%) were awarded to underrepresented students. The CON is always looking at new ways to fund scholarships and many of our scholarships are earmarked for minority, underrepresented, first time college attendees, or students from rural institutions/counties. One of the largest scholarships in our college is the Dean’s Diversity Endowed Scholarship, which provides funds to a nursing student who is from a group underrepresented in nursing. The CON is continuing to look for funding opportunities to improve diversity within the college.

The CON student services department is charged with helping to recruit for our baccalaureate and graduate programs to meet our outcome measures. The outcome measures of the undergraduate and graduate programs are 15% of underrepresented admissions. We consistently have met these goals. In the last year, the MNSc and DNP programs admitted 33.3% of underrepresented students in fall and spring. The undergraduate programs admitted 46.5% of underrepresented students for 2022-2023. A variety of recruitment and retention strategies are employed to engage applicants and successful students as outlined

above.

Monitoring Progress

The College of Nursing monitors the following outcome measures annually several ways:

- The College's Strategic Plan is reviewed annually.
- The College monitors progress through an annual report and based on outcomes, goals are revised and adjusted as necessary.

Outcome Measures

Baccalaureate Education:

- The BSN completion program continues to recruit from within and outside of Arkansas
 - Approximately 25 new students are recruited from the Regional Centers and Little Rock
- Replacement faculty are hired as necessary
- 90% of students will satisfactorily pass all evaluation measures
- Pass rate on NCLEX each year for graduates should be at least 90%
- 100% of students who need assistance will be referred to the Academic Coach, Student Success Center, or appropriate faculty resource
- At least 15% of the BSN class admitted per year is from underrepresented populations

Graduate Education:

- At least 15% of the graduate student body admitted annually adequately reflects the underrepresented population of the state; annual recruitment activities focus on diverse populations
- A minimum of 5 PhD and DNP students are admitted annually
- 100% of graduating PhD students receive funding grants for dissertation support

Faculty/Staff

- Mentoring program is in place continuously
 - Faculty members serve as mentors and/or mentees/protégé
 - A minimum of one meeting per semester is held with new faculty to discuss teaching issues/concerns
- The Dean or Associate Dean will conduct an exit interview with outgoing faculty
- Annual support is provided for all faculty

- Clinics/forums occur twice each year
- Consultation services are provided by SRC and the College of Nursing IRB committee members
- At least 10% of faculty participate in the faculty incentive plan
- A minimum of one event annually is held to recognize achievements of students, staff, and faculty.
- The College of Nursing will provide funding for 100% of faculty to attend conferences, seminars, or clinics pertaining to professional development in their respective areas, budget permitting.

Progress Budget/Timeline

- Our current budget is 94.8% personnel costs, which restricts our ability to have flexibility in allocating resources across the College.

College of Pharmacy (COP)

The mission of the College of Pharmacy (COP) is in alignment with the mission of UAMS. The COP's mission is to improve the health of culturally diverse populations by educating pharmacy leaders to address community health needs, advancing scientific discovery to produce innovations in healthcare, and fostering progressive pharmacy practice through service to the profession. The mission statement was revised in 2008, along with the addition of a vision statement. The vision statement is "transforming healthcare throughout Arkansas and beyond."

COP Curriculum

All applicants must complete a pre-pharmacy curriculum (a minimum of 60 credit hours) which guides students through introductory courses in mathematics and natural sciences. In addition, the pre-pharmacy curriculum requires general electives courses. Sixty-six% of recent successful applicants from Class of 2026 earned a BS, BA, or higher degree prior to enrollment in the College of Pharmacy. The professional curriculum that leads to the Doctor of Pharmacy (Pharm.D.) degree requires four years of full-time study at UAMS.

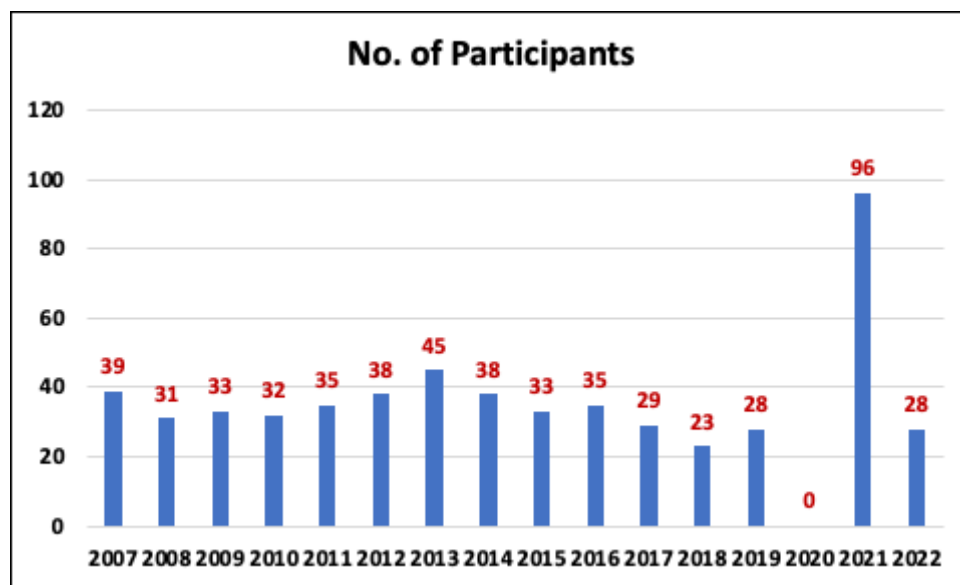
COP Student Recruitment and Retention

The COP Director of Recruitment, Mr. Willie Hicks, is responsible for student recruitment efforts and reports to Dr. Ashok Philip, Associate Dean for Student Services. The Director of Recruitment coordinates with undergraduate colleges and universities and partners with other UAMS recruiters and the Division of Diversity, Equity, and Inclusion (DDEI) to engage the pool of applicants for recruiting events. The DDEI coordinates with the efforts of the College's Associate Dean for Student Services, Director of Admissions, Dr. Angie Choi, and Director of Recruitment to continue to work toward our goal of a significant underrepresented minority presence in our school and the profession. The DDEI and COP Director of Recruitment focus on minority students in both high school and early college years. In addition, the Director of Recruitment is heavily involved in the planning and implementation of the annual campus wide DDEI sponsored Diversity Day held by UAMS for all colleges in the State of Arkansas.

Since 2007, the COP has hosted 20-40 high school students in June for Pharmacy Camp. They participate in pharmacy related activities in the classroom, laboratory, and practice site during the week-long camp. Many of these students received scholarships to attend the camp. Due to COVID-19, the 2020 camp was cancelled. In 2021, the COP hosted its first ever *virtual* Pharmacy Camp. The 2021 camp was successful because we were not limited on the number of participants. We had over 90 campers register

and conducted the camp through a mixture of large group discussions, presentations, videos, breakout groups, and games. In 2022, a hybrid version of the pharmacy camp was held June 6-8. On day one, 28 students participated in an in-person faculty and student ambassador led compounding labs, campus tours and other engagement activities. The following two days were held virtually and included presentations by guest speakers on various pharmacy careers, student panel discussion and interactive games. In addition, the College of Pharmacy partnered with the Arkansas Medical, Dental, and Pharmaceutical Association (AMDPA) who sponsored 13 URM high school students from across the state of Arkansas to attend camp and gain exposure to the pharmacy profession.

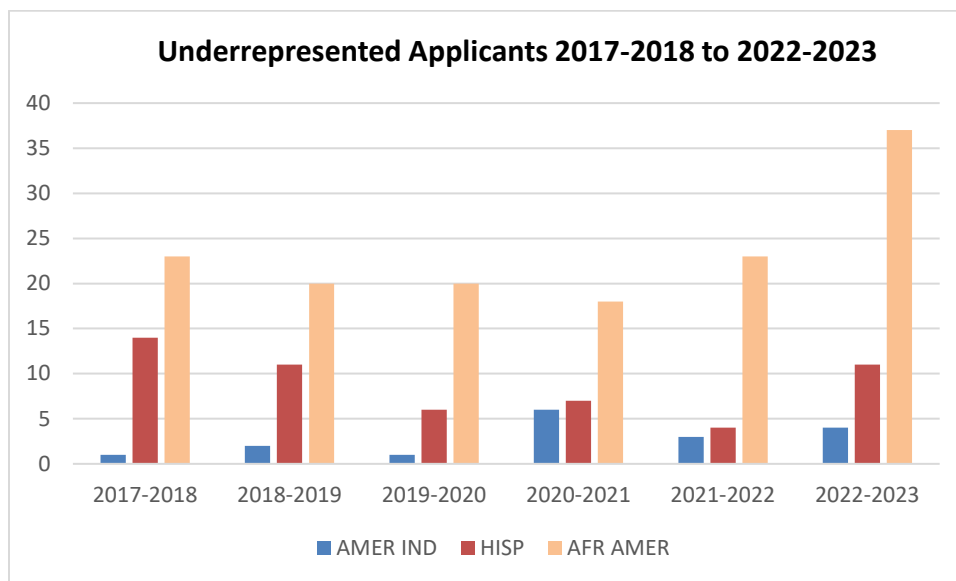
UAMS College of Pharmacy Summer Camp



The Director of Admissions contributes to the recruitment efforts of the college through campus appointments, counseling of prospective students and other activities. In addition, the college participates in Minority Association of Premedical Students (MAPS) Conference. Student organizations and faculty are also active in recruitment activities. The college’s SNPhA (Student National Pharmaceutical Association) chapter hosts high school students on campus to participate in compounding sessions and career discussions. The SNPhA Chapter and the Director of Recruitment also extended invitations to minority high school students to become members of SNPhA, and SNPhA members spoke on behalf of the College at various diversity events.

An analysis of our application and admission trend data from the 2017-2018 through 2022-2023 academic years indicated a slight negative trend in the total number of African American applicants from 23 applicants (2017-2018) to 20 applicants for the next two years (2018-2019 to 2019-2020), to 18 in

2020-2021. In 2021-2022 however, the trend reversed to 23 applicants and increased again to 37 in 2022-2023. A negative trend in Hispanic applicants has continued over the past five cycles (14, 11, 6, 7, and 4 respectively), but rose sharply to 11 applicants in 2022-2023. Applications from American Indian students were few during the past six years (1, 2, 1, 6, 3, 4 respectively).



Negative trends in total number applications to the UAMS COP continued to be countered by positive growth in underrepresented student enrollments to the college. From 2017-2018 to 2021-2022, UR matriculants as a percentage of the total class has increased from 8%, 13%, 19%, 21%, and 23 % respectively. For the most recent year, 2022-2023, continued growth occurred with UR students representing 25% of the class.

Recruitment efforts for URM students have increased due to strategic, targeted coordination with the DDEI. Another noteworthy addition to our recruiting plan for URM students is coordination with outreach coordinators, Ms. Renisha Ward and Ms. Amanda Winston, with two HBCUs, the University of Arkansas at Pine Bluff (UAPB) and Philander Smith College. The implementation of a satellite office at UAPB has increased our visibility on UAPB’s campus and significantly increased our URM applicant pool and enrollment yield from UAPB with a 600% increase from 2018-2019. During the 2019-2020 academic year, the UAMS COP recruited 6 students from UAPB and 1 from Philander Smith. In 2021-2022, 4 students from UAPB and 2 from Philander Smith enrolled. During 2022-2023, 3 students from UAPB and 1 from Philander plan to matriculate in fall 2023. We continue to strategically recruit from both schools and look forward to continued matriculation of these students.

COP Student Scholarships and Tuition Waivers

Scholarships serve as a mechanism to decrease the financial burdens of students from underrepresented backgrounds and disadvantaged communities. The COP's Dean and Institutional Advancement staff have been assisted by Dr. Alvin Simmons, Pharm.D. (UAMS '77 and '95) to create an endowment to provide scholarships for underrepresented minorities. Using unrestricted funds available at her discretion, COP Dean, Dr. Stephanie Gardner, Pharm.D., Ed.D., funded three initial scholarships that were awarded April 15, 2007. From 2007-present, succeeding COP Deans have continued this commitment and provided approximately \$45,000 for the National Pharmaceutical Association of Arkansas (NPAA) scholarship awards. In 2019 - 2020, there were five NPAA Endowed Scholarships (\$5,000 total) awarded, and three scholarships (\$6,000) awarded in 2020 - 2021. In 2021 - 2022, 2 NPAA Endowed Scholarships (\$6,000 total) were awarded. In 2022 - 2023, 4 NPAA Endowed Scholarships (\$8,000 total) were awarded. The use of unrestricted funds allows all income derived from invested funds to remain invested, thereby more rapidly increasing the capital in the endowment. It has been the Dean's practice with newly endowed scholarships, honoring donors by presenting first scholarship awards in the same academic year that funds are raised, rather than waiting for investment income to become available. Funds raised to endow these scholarships are administered for the College of Pharmacy by the University of Arkansas Foundation, Inc. According to the gift agreement, signed on February 6, 2006, income from this endowment will be reserved in perpetuity to fund scholarships for pharmacy students representing historically underserved minority groups, or who demonstrate particularly great need.

In addition to the NPAA scholarships, the College awarded five scholarships with an emphasis on diversity. These five scholarships are the Phillips County Endowment, Robert N. Manley & Robert H. Manley Memorial Scholarship, Walgreens Multilingual Award, Walgreens Diversity & Inclusion Excellence Award and the CVS Health Foundation Pharmacy Scholarship.

- The Phillips County Endowed Scholarship is granted annually, starting in the spring 2010. Phillips County represents the focus of the Delta region of Arkansas and has great numbers of students from historically underrepresented minorities. The College is committed to using this scholarship to enhance the diversity of our student body in the future.
- The Robert N. Manley and Robert H. Manley Memorial Scholarship is a scholarship awarded to a first-year pharmacy student from Johnson, Pope or Franklin counties with significant diversity of background and interest in community pharmacy practice.
- The Walgreens Multilingual Award is a monetary award given to students who are multilingual.
- The Walgreens Diversity & Inclusion Excellence Award is awarded to a single student with an interest in community pharmacy and meets the criteria of: 1) embraces diversity and promotes diversity and inclusion initiatives on campus, or 2) represents an underrepresented minority group.

- The CVS Health Foundation Pharmacy Scholarship is awarded to a student who 1) is a fluent speaking bilingual student; or 2) is precepting or volunteering some of their time with organizations that are supporting underserved populations.

The amount of scholarship and awards received by underrepresented minority students continues to increase each year. The efforts underway to increase endowment and scholarship income will sustain our progress in this area of student development.

In addition to scholarships, the College has two tuition waivers: academic and diversity. These tuition waivers grant in-state tuition for students who are academically competitive based on prerequisite coursework and application or qualify as an underrepresented student. From 2013-2014 to 2022-2023, the College has provided 38 diversity waivers (approx. 4/year).

COP Student Support Services and Mentoring

Once students start the program, their performance is monitored by the Associate Dean for Student Services, Associate Dean for Academic Affairs, Associate Dean of the NW Campus, and the Vice Chair of Pharmaceutical Sciences and Professional Education. These members monitor, weekly, the performance of all students in the program to ensure academic success and progress and when needed, provide support to mitigate difficulties in the program. This regular monitoring allows the College to track on-time graduation of all students as well as completion and success in individual courses. This team works closely with student services which include the Student Success Center that offers tutoring and study strategies and the Student Wellness Center that offers comprehensive mental health support. These centralized programs are critical to the success of our students. The Associate Dean for Student Services is responsible for coordination of student services.

The College has continued to develop a mentoring program for our minority students by working with practicing pharmacists who belong to the Arkansas Medical, Dental, and Pharmaceutical Association (AMDPA). The AMDPA is an interprofessional, predominantly minority membership professional organization. The organization that offers mentoring, networking, and financial support for UAMS students in pharmacy, medicine and physician assistant studies. Additionally, the advisors for the Student National Pharmaceutical Association (SNPhA) are members or are also engaged with AMDPA and members of the SNPhA chapter attend the annual statewide meeting of AMDPA. The AMDPA also provides scholarships for currently enrolled students to provide tuition support to students.

As the College continues to take a more targeted, multifaceted approach to recruitment and retention of underrepresented minority students, we continue to search for best practices and strategies to

ensure our success. We are committed to our college's mission to improve the health of culturally diverse populations. We believe the best way to accomplish this is by also educating a diverse pool of pharmacists to care for them.

College of Public Health (COPH)

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

Students – The COPH has since its inauguration embraced the goal of having a culture of diversity. From the very beginning, the COPH student body demographics have, at a minimum, reflected the population demographics of Arkansas. In more recent years, the Black and African American students' percentages have met or exceeded representation in the population as a whole, but goals have been made to increase the representation of Hispanic, Pacific Islander and other under-represented racial/ethnic minority groups.

Staff – A number of staff within the College are African American and all departments have staff that represent racial/ethnic diversity. As with our student demographics, minority representation in the COPH staff in general exceeds that of the general population in Arkansas. The college continues to focus on the need to provide opportunities for capacity building and career advancement of staff to promote retention.

Faculty – Historically, minority representation among the COPH faculty has lagged in representation of the general population. However, faculty diversity has steadily increased over time. For example, African American women make up 46% of the faculty in the Health Behavior and Health Education (HBHE) department, and 67% of these faculty members are now tenured Associate or Full Professors; furthermore, HBHE has retained all the African American faculty members that have been recruited to date (2012-2023).

Per charge of the Dean, recruitment efforts for new faculty have had as a primary goal pursuing under-represented minority faculty. This has primarily been accomplished through pipelines of post-doctoral fellows, identifying potential applicants through professional organizations, and diversifying the outlets used to promote open positions. These efforts have resulted in increased numbers of minority faculty applicants and those joining the faculty in both non-tenure track and tenure track positions. Retention of under-represented minority faculty is also a priority for the college. New and creative means to promote retention are currently being sought through updating promotion and tenure policies.

We also continue to have the following:

- The COPH Diversity, Equity, and Inclusion (DEI) committee, comprised of representation drawn from COPH leadership, faculty, student, and staff ranks in addition to a representative from the UAMS Division of Diversity, Equity, and Inclusion (DDEI). The committee convenes monthly

and has begun to develop a strategic plan that will include objectives, goals and measurable outcomes related to minority recruitment and retention.

- Funding from the 2022 “UAMS Giving Day” was used for the third consecutive year to establish scholarships for students graduating from Historically Black Colleges and Universities. During the 2022-2023 Academic Year, one scholarship was awarded. Additionally, the 2nd Presbyterian Church Healthy Equity Scholars Award supports under-represented minorities interested in promoting health equity. Two scholarships were awarded during this Academic Year.
- The COPH annual Scholarly Writing Retreat was piloted in May 2019 and continued in 2020. The purpose of the Scholarly Writing Retreat is to provide a supportive, distraction-free environment that will facilitate writing opportunities and dissemination of research findings and other scholarly work among doctoral students, post-docs, alumni, faculty, and community partners. Students, junior faculty, and those from underrepresented racial/ethnic groups are especially encouraged to participate. Under-represented minority students and under-represented minority faculty on average have fewer publications which has a direct impact on tenure/promotion and grant funding opportunities.
- Safe Listening Space sessions for COPH students are provided in partnership with DDEI. This safe space is designed to provide students the opportunity to express their feelings and concerns as it relates to diversity, equity, and inclusion in a judgement free space. The goal is for the college to have an opportunity to have open and honest conversations with students to provide them the ongoing support needed to be successful. This initiative is currently paused, but will resume once a replacement staff is hired into the responsible position.
- Diversity Training – In alignment with UAMS’ Vision 2029, the college is requiring diversity training for all staff and faculty. The college partners with DDEI to offer Implicit Bias training, “It’s the Little Things: Introduction to Micro-Inequities and Micro-aggressions”, and others will be offered at least twice a year to faculty, staff, and students. These trainings are imperative to creating an environment that is welcoming and supportive of under-represented minorities.
- Tenure and Promotion Celebration – Key ingredients to retention of faculty is recognition, appreciation, and celebration. In 2019, the college began to celebrate those who were awarded tenure and/or promotion and continues annually each Fall.
- Medical Scholars in Public Health (MSiPH) Pipeline Program: This pipeline program identifies students who recently unsuccessfully applied to the UAMS College of Medicine but may need additional support. COPH partners with College of Medicine and DDEI to identify students who may have an interest in public health from underserved populations. COPH provides financial support, didactic training, and MCAT preparation to increase likelihood of future admission into

medical school or graduate school. Often students who complete the MSiPH Pipeline Program continue a Masters in Public Health, continue their studies in medical school, or both.

- Removal of GRE Requirement for MPH Admission: Research indicates that the use of GRE scores as key factor in graduate admissions can act as a barrier to the recruitment and admission of URM students. Thus, COPH has removed this requirement for the MPH in order to reduce financial barriers to accessing graduate education.
- Online course offerings to increase recruitment and retention of rural and diverse populations across the state of Arkansas.
- Continued partnership with DDEI Serving Underrepresented Populations through Engagement and Research (S.U.P.E.R.) program. This program provides exposure to health care professions to URM students and acts as a pathway into a health profession field. All departments are encouraged to participate in student recruitment through the S.U.P.E.R. program.

Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives:

The COPH strives to continue to recruit, retain, and increase the number of underrepresented minority groups in tenure earning positions, if funding and other accomplishments support this achievement. The Environmental Health Sciences department has initiated preliminary conversations with Senior Diversity Specialist Nicholas Pettus (DDEI) regarding events to highlight Department research projects and opportunities for community members with particular emphasis on minority secondary students.

Over the past year several activities and programs have been implemented under the direction of the COPH Assistant Dean for Diversity, Equity and Inclusion, Dr. Tiffany Haynes and in collaboration with the Office of Student and Alumni Affairs, Director of Recruitment and Student Lifecycle, Dr. Lorraine Stigar.

- Revitalization of 4+1 Program: As a result of increasing demand for diversity in the public health workforce, the Fay W. Boozman College of Public Health (COPH) has partnered with several undergraduate programs in Arkansas, including our three local HBCUs (Arkansas Baptist College, Philander Smith College, and the University of Arkansas at Pine Bluff) to create an accelerated, coordinated course of study allowing students to enroll in the MPH program as an undergraduate and receive credit for MPH courses towards their undergraduate degree. Upon graduating with a BA or BS degree, students typically finish the MPH in the next year (thus “4+1”), attaining an undergraduate degree and an MPH within five years, one year after obtaining

their undergraduate degree, instead of the typical six. We are currently expanding this program to Southern Arkansas University (SAU) at Magnolia.

- UAMS Public Health Day at HBCUs: As the Public Health field continues to expand, so do opportunities for students. In order to improve DEI within the field of public health and at UAMS, there will be an establishment of Public Health Days at all local HBCUs. This effort provides continued fostering of 4+1 partnerships with the HBCUs while promoting UAMS COPH as a graduate institution. Public Health Days will also address recruitment and retention of students, staff, and faculty through inclusion in Public Health Day events providing the opportunity to promote current work being conducted by students, staff, and faculty at UAMS COPH. Additionally, presentations by faculty, staff, and current students have been conducted at the UAPB Biology Club meeting to raise awareness of public health education and scholarship opportunities at UAMS COPH.
- Public Health simulations and programming with DDEI Pathways Academy, S.U.P.E.R. program, and M*A*S*H summer programs to raise awareness of the field of public health as a health profession for future students. These programs target high school students, as well as K-12 (Pathways Academy).
- Reinstatement of the COPH Student Council with several active members leading to student engagement and retention. The Student Council has begun to meet monthly to develop strategic goals for fundraising and student engagement, as well as implemented career workshops for students in collaboration with the Student Success Center.
- The Stead Scholar program has increased from 5 scholars in 2022 to 11 scholars in 2023. This 8-week program is composed of students have been selected from various institutions across the state such as SAU, UAPB, UALR, U of A Fayetteville, and Hendrix College. Students are partnered with a researcher at either the Arkansas Department of Health or the COPH where they receive mentored research experience in public health. Students also gain exposure to various disciplines within public health and participate in a current issues seminar that discusses emerging topics in public health news.

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

The College continues to be conscientious of diversity during the institution's recruiting processes for faculty, staff, and students. The COPH strives to not only maintain the current level of diversity, but to continue to increase the number of individuals from diverse backgrounds. Data regarding the recruitment and retention of minority students, staff, and faculty are reviewed annually to monitor progress. There will be ongoing efforts to support the programming to foster diversity and the recruitment

of minority students through scholarships, fellowships, and other training opportunities. Funding sources will likely include institutional funds, grants, and donations. As part of the tracking for meeting the goals of the college's strategic plans, these efforts will be monitored in addition to being included in the annual reports of the College's Assistant Dean for Diversity, Equity, and Inclusion and the DDEI.

Graduate School (GRS)

Institutional Goals and Strategies, and Activities for Recruitment and Retention

The Graduate School has several initiatives aimed at improving the recruitment and retention of underrepresented (UR) students. The Graduate School's Assistant Dean for Recruiting, Diversity, and Retention is responsible for overseeing these initiatives. To improve the recruitment of UR students, the Graduate School is represented at numerous local, state, and regional career events and recruitment fairs. The Graduate School collaborates with and visits Arkansas' Historically Black Colleges and Universities each year including the University of Arkansas at Pine Bluff and Philander Smith College. The Graduate School also collaborates with Jackson State University and Tennessee State University to recruit UR students in the summer research program, as well as recruit students for graduate school programs. In addition to these recruitment efforts, Graduate School faculty and students attend the Annual Biomedical Research Conference for Minority Students (ABRCMS) each year to promote graduate school programs.

Each year, the Graduate School participates in the UAMS Day monthly series which exposes undergraduates to UAMS programs. These activities introduce undergraduate and graduate students to various science career options. Speakers from a wide range of career options are invited to discuss their prospective position or career, advantages and disadvantages of their career option, and opportunities for advancement within their field of study. Representatives from various Graduate School programs are invited to discuss their career and meet with students. Students are also informed about the steps for applying to graduate school, with emphasis placed on the UAMS Graduate School, and students receive tours of the UAMS research facilities. UR students are a specific target audience for this program. Each year, students and faculty from the following HBCU's are invited to attend this event: Shorter College, Alcorn State University, Fisk University, Jackson State University, Lane College, Philander Smith College, Mississippi Valley State University, Langston University and the University of Arkansas at Pine Bluff. Lastly, the Graduate School's recruitment plan involves identifying prospective UR graduate students using the Graduate Records Exam (GRE) Search Service annually.

UAMS Initiative for Maximizing Student Development

Dean McGehee serves as Co-Director with Dr. Billy Thomas, former Vice Chancellor for Diversity and Inclusion, on an NIGMS R25 grant aimed at increasing the number of underrepresented minorities (URM) in the behavioral and biomedical sciences. Dr. Tremaine Williams (Graduate School Assistant Dean for Recruiting, Diversity, and Retention) serves as Co-Investigator. This grant, entitled The UAMS Initiative for Maximizing Student Development (IMSD) Program, was renewed in 2018 for 5 years with \$2.8 million in funding (02/01/2019-01/31/2024). Student participants are funded (stipend and

tuition) by the IMSD Program for their first two years of graduate study in one of the nine biomedical sciences PhD programs. After two years, funding is provided by the graduate program or faculty mentor. Students selected for the IMSD Program participate in a five-week summer transition program consisting of lectures on various biomedical topics, career and developmental seminars, and a summer research rotation prior to the fall of their first year. Students receive funding and academic credit during this transition program. Additional benefits of the IMSD Program includes a formal mentoring program, a seminar series featuring nationally recognized minority scientists, development of a competency-based academic portfolio, and group problem-solving sessions. Meetings are held with the students and the IMSD Leadership Team every 2 months to discuss student progress and development. The program has been successful recruiting and retaining UR students. The UAMS IMSD Program has had a significant impact on UR enrollment in the UAMS biomedical science doctoral programs. Currently, eight students are supported by the IMSD grant. Since the program began in 2009, 61 students have been accepted. The population of accepted trainees include current graduate school students (n = 19), Ph.D. graduates (n = 26), Master of Science degree graduates (n = 6), academic withdrawals (n = 6), and voluntary withdrawals (n = 4).

The overall goals of the funding cycle of the UAMS IMSD Program were to enhance our success in retaining UR PhD students and to refine strategies to recruit additional UR PhD students. Our specific, measurable objectives were to graduate 90% of these students. Since the IMSD program began in 2009, 26 UR IMSD students have graduated and 21 (81%) received a PhD in biomedical sciences. Our objectives align with the NIH Minority Biomedical Research Support (MBRS) program goals, which are increasing the number of UR students who graduate from doctoral programs in the biomedical sciences at institutions with a research-intensive environment and reducing the PhD completion gap between UR and non-UR students in the biomedical sciences.

Jackson State University (JSU) Bridges to the Doctorate Program

JSU and UAMS partnered together to facilitate the entry of JSU MS graduates into UAMS biomedical science doctoral programs in October 2011, and UAMS is a partner institution for the currently NSF-funded Louis Stokes Alliances for Minority Participation Bridges to the Doctorate Program. A formal Academic and Research Memorandum of Understanding between UAMS and JSU is currently in place. A visiting professor lecture series has been established, where 2 to 3 times a year UAMS and JSU faculty travel to the respective partner campus to present scientific seminars and interact with respective partner faculty and students. In addition, JSU Bridges students have an opportunity to take part in the UAMS SURP to Increase Diversity in Research (up to 3 a year). JSU students have also been

participants of the IMSD program; to date, seven IMSD participants are former JSU Bridge students.

PhD Summer Transition Program

IMSD students enter the PhD Summer Transition Program prior to their first year of graduate school. This program lasts for 5 weeks and has 2 components: 1) a mentored research project and 2) a lecture series that reviews the basic principles of biochemistry and molecular biology, biomedical informatics, and teaches study and time management skills. The goal of the transition program was that 95% of the students who complete it will attain a GPA of 3.2 or above at the end of the first year. The PhD Summer Transition Program and all related activities since program inception have had a 100% attendance rate. At the end of the first year of graduate studies, IMSD students submitted a survey evaluation of the transition program and how it helped during their first year of studies.

UAMS Summer Undergraduate Research Program to Increase Diversity in Research

Dean Robert McGehee also serves as Co-PI with Dr. Billy Thomas on a grant funded by the NIH National Heart, Lung, and Blood Institute (NHLBI): the Summer Undergraduate Research Program (SURP) to Increase Diversity in Research (06/01/2011-05/31/2026). The overall goal of the SURP is to provide UR undergraduate students with research, mentoring, and networking experiences; real life surgical observations; and simulated cardiovascular demonstrations to increase their interest in careers in cardiovascular, pulmonary and hematologic research. To date, 110 undergraduate students have participated in the SURP during summer 2012 through 2022. These students represented 19 U.S. institutions and 83% were from underrepresented groups. The program has been successful at meeting goals. A SURP follow-up survey found that 100% of participants have either completed or are still enrolled in a bachelor's degree program, and many program participants are now enrolled in graduate or professional degree programs.

Education Research on Minority Students

The dissemination of findings related to best practices for training students from underrepresented groups is critical to increasing the number of URM students in Arkansas and nationally. The Graduate School's leadership team published results of the NIH-funded SURP in the *Advances in Physiology and Education* journal in 2023 (PMID: 36326474). For this project, a survey was developed to assess program outcomes and explore ways to improve the program. The publication was a report of the survey findings. Survey findings revealed that 59% of the former program participants stated that the SURP influenced their career goals; 69.3% responded that their interactions with their faculty mentor was excellent or good; 61.5% of former SURP participants maintained contact with their mentor after the SURP; and 79%

indicated their overall summer research experience was excellent or good. These results indicate that the SURP has been successful at providing UR and disadvantaged students with positive research experiences and long-term mentor-mentee relationships. The SURP has also had a positive influence on the educational and/or career goals of the former program participants. We hope that this program will assist with the recruitment of UR students into biomedical science programs and increase the number of UR faculty in science careers.

“LIFE IN OUR LABS” Virtual Preview Days

- The UAMS Graduate School hosts virtual “Preview Nights” to allow interested students to experience working on their degrees at UAMS. Preview Nights are titled, “A Documentary of Life in Our Labs,” is hosted via The UAMS Graduate School’s Facebook page on a quarterly basis. The admissions’ team and faculty will be available to answer questions through Facebook Chat. Potential students are able to:
- Get a sneak peek into how the UAMS Graduate School is improving the health of Arkansans, others in the region, nation, and the world; representing some of the cutting-edge science being conducted around the world.
- Meet current Graduate School students, faculty, and program directors.
- Hear about the many programs offered at the UAMS Graduate School.
- Faculty and current students, can engage in the live chat via Facebook during each event by:
- Logging into Facebook from their personal Facebook page.
- Clicking on “Like” to follow The UAMS Graduate School’s Facebook page.
- Asking and answering any questions related to science, labs, and/or UAMS graduate programs.

The Healthcare Herald

The Healthcare Herald is a student-run, peer-reviewed journal that reinforces the initiative to create a platform where UAMS students can learn, advocate, and interact concerning healthcare delivery, both historical and current, to underrepresented populations in Arkansas. Its mission is to enhance students’ and practitioners’ medical journeys through publication of articles, research, and personal narratives that impact lives and strengthen one’s commitment to equality in healthcare. Students can explore issues pertinent both to the University of Arkansas for Medical Sciences and more broadly, with the goal that patient care in our state can continue to improve and flourish. The Healthcare Herald also aims to increase the number of individuals from currently underrepresented groups in healthcare in order to minimize the healthcare workforce shortage we are seeing across the nation and to ensure there is more

diversity in our healthcare system and that our healthcare system is more representative of our population at large. The students who publish in this journal have remained faithful to the betterment of the field and are striving toward excellence in healthcare for all in Arkansas. This journal is supported by a team of editors, advisors, and an advisory committee with the goal of creating a superb publication for readers throughout the state, region, and nation.

The primary audience for The University of Arkansas for Medical Sciences Healthcare Herald are individuals within the state of Arkansas and around the nation who are students of, entering into, or already serving in the realm of healthcare and healthcare improvement. The publication's aim is to reach both students and professionals within the broader healthcare community who develop and maintain programs in healthcare education, delivery, and improvement. These individuals will include regulatory professionals, researchers, practitioners, administrators, students, and the general public.

Additional Activities

The Graduate School strives to retain graduate students in the various programs by providing student development activities and recognizing student achievements at student/faculty receptions. The Graduate School hosts a winter and spring awards reception each year. Students who have completed their PhD qualifying exams are recognized each fall at the annual Research Induction Ceremony. The Graduate School also hosts several career development seminars throughout the year. In addition, the Graduate Student Association (GSA) provides a number of opportunities for students to interact through monthly GSA meetings, social events, community service projects, and professional development seminars. These efforts are supported by the Graduate School. Finally, each program works with their graduate students to assist them throughout their academic career.

Timeline, Budget, and Evaluation

All Graduate School recruitment and retention activities are evaluated annually for effectiveness. This year's goals for the five-year plan include the following:

1. Continue recruitment and retention activities needed to increase the number of UR applicants;
2. Modify the IMSD program as needed based on yearly program evaluations from participants;
3. Evaluate and modify the UAMS SURP to Increase Diversity in Research based on feedback from program participants and faculty;
4. Identify additional funding mechanisms that will assist in increasing diversity in biomedical science programs by enhancing recruitment and retention measures; and
5. Partner with the Division for Diversity, Equity and Inclusion to identify ways to recruit UR graduate students.

While recruitment and retention efforts are supported by Graduate School departmental funds, many of the recruitment and retention efforts are supported by the NIH/NIGMS IMSD and NIH/NHLBI SURP grants described above. In addition, the Graduate School funds faculty and staff travel to recruitment events and conferences that have a significant number of underrepresented minority undergraduate students. These efforts will continue and will be evaluated annually.

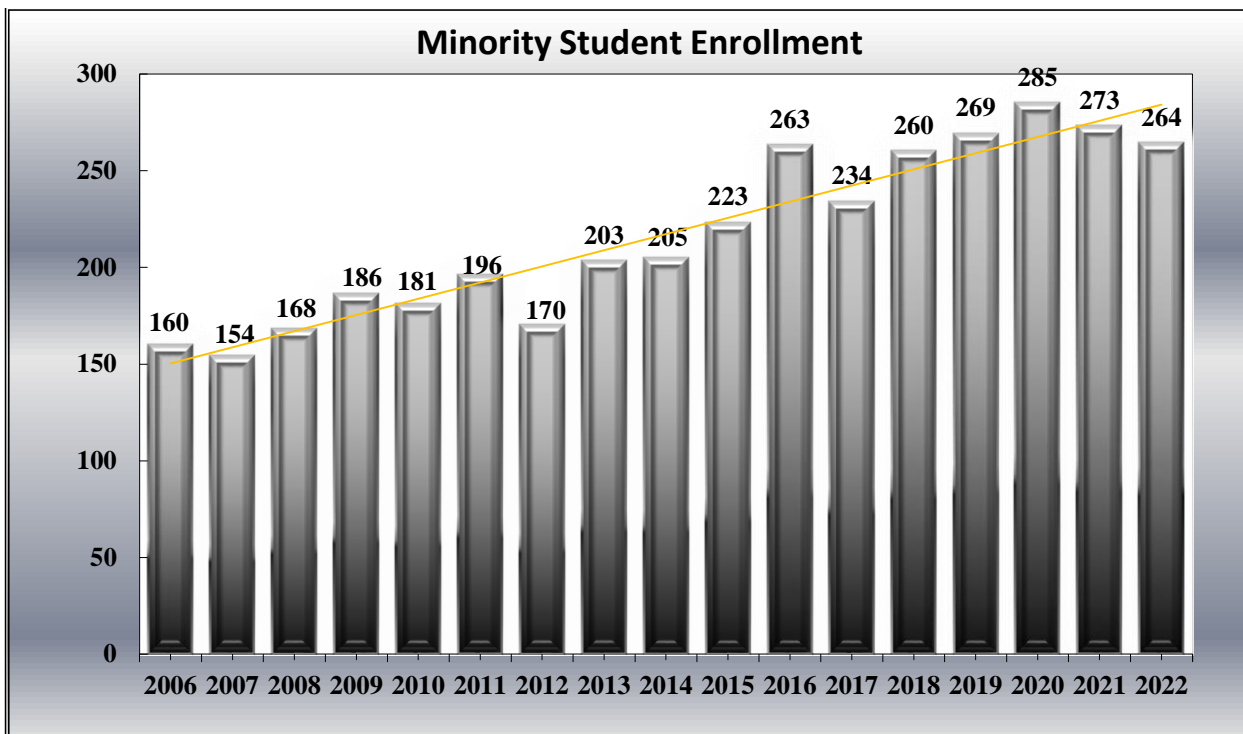
MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

University of Arkansas at Pine Bluff

Summer 2023

Introduction

As a land-grant institution and the Flagship of the Delta, the University of Arkansas at Pine Bluff (UAPB) serves Arkansas and the nation with particular emphasis on the Arkansas Delta. UAPB has strong undergraduate and graduate programs consisting of in-class and out-of-class learning activities; broad based educational support services for students (e.g., counseling, advising, mentoring, and residence halls); and specialized research, education and public service. UAPB offers associate, bachelor's, master's, and a Ph.D degree, and prepares a cadre of professionals who contribute to the diversity of the state, regional and national workforces while promoting global understanding. Commitment to diversity in its teaching, research and service is a long established and valued tradition at the University. Because the University of Arkansas at Pine Bluff is an HBCU, racial minority is defined as non-African American. This is a report of activities and outcomes for 2022.



Student enrollment in fall 2022 was 2,123 of which 88.9 were Black and 11.1% were minority. Minority students by ethnic group are: 12 (4.5%) American Indian; 28 (10.6%) Asian; 29 (11.0%) African; 5 (1.9%) Native Hawaiian; 62 (23.5%) Hispanic; 81 (30.7%) White; and 47 (17.8%) Two or More races. The percentage of minorities to total enrollment for 2022 is 11.1%.

Minority Group at UAPB	Fall 2022	% of Group	% of Total
American Indian	12	4.5%	0.5%
Asian	28	10.6%	1.2%
African	29	11.0%	1.2%
Native Hawaiian	5	1.9%	0.2%
Hispanic/Latino	62	23.5%	2.6%
White	81	30.7%	3.4%
Two or More Races	47	17.8%	2.0%
Total Minority	264	100.0%	11.1%
Non-Minority at UAPB			
Black	2,123	100.0%	88.9%
Unknown/Not Reported	0	0.0%	0.0%
Total Non-Minority	2,123	100.0%	88.9%
Total Enrollment	2,387		100.0%

- **Number and position title of minority faculty and staff who currently work at UAPB.**

Position Title	Number
Administrative Specialist II	2
Administrative Specialist III	1
Admissions Counselor	1
Assistant Coach	3
Assistant Professor	21
Associate Professor	18
Coach	2
Dean of Schools	2
Department Chairperson	7
Education Counselor	1
Extension Associate	1
Extension Program Aide	1
Extension Specialist I	2
Extension Specialist II	3
Extension Specialist III	1
Extension Specialist IV	1
Fiscal Support Analyst	1
Fiscal Support Manager	1
Head Coach	1
Institutional Services Assistant	1
Instructor	13
Laboratory Technician	1
Multi-County Ext. Agent	1
Multi-Media Specialist	1
Post- Doctoral Fellow	1
Professor	11
Project/Program Specialist	3
Research Associate	4
Research Specialist	1
Research Technician	1
Senior Research Assistant	3
Television Program Manager	1
UAPB 1890 Extension Administrator	1
Vice Chancellor-Research, Innovation & Econ. Dev.	1
Warehouse Manager	1
Total - Minority	115

The full-time faculty of 156 includes 44.2% minority and 55.8% Black. The staff/administration of 456 are 89.9% Black and 10.1% minority.

- **Number of minority, by minority group, full-time faculty who work at UAPB.**

Full-Time Faculty by Minority Group at UAPB	As of November 1, 2022	% of Group	% of Total
Asian	28	40.6%	17.9%
African	10	14.5%	6.4%
Native Hawaiian	3	4.3%	1.9%
Hispanic/Latino	1	1.4%	0.6%
White	21	30.4%	13.5%
Two or More Races	2	2.9%	1.3%
Total Minority	69	100.0%	44.2%
Non-Minority at UAPB			
Black	87	100.0%	55.8%
Total Non-Minority	87	100.0%	55.8%
Total	156		100.0%

- **Number of minority adjunct faculty who currently work for UAPB.**

As of fall 2022, the University employed 8 minority adjunct faculty members, which presents 18.2% of all adjunct faculty.

Adjunct Faculty by Minority Group at UAPB	As of November 1, 2021	% of Group	% of Total
Asian	3	37.5%	6.8%
African	1	12.5%	2.3%
White	4	50.0%	9.1%
Total Minority	8	100.0%	18.2%
Non-Minority at UAPB			
Black	36	100.0%	81.8%
Total Non-Minority	36	100.0%	81.8%
Total	44		100.0%

- **Number and position title of minority faculty and staff who began working for UAPB this past year.**

Position Title	Number
Administrative Specialist II	2
Administrative Specialist III	1
Assistant Coach	2
Assistant Professor	2
Coach	1
Extension Specialist I	1
Multi-County Ext. Agent	1
Research Associate	1
Senior Research Assistant	1
Total	12

As indicated in the chart below, the number of minority students increased from 234 for fall 2017 to 264 for fall 2022. The percent of minority students to total enrollment has also increased from 9% for fall 2017 to 11% for fall 2022. The percentage of minority faculty decreased from 48% in fall 2017 to 44% in fall 2022. Minority

administrators and staff percentages to total employees are 12% for 2017 and 2018, and 11% for 2019, and 10% for 2020, 2021, and 2022. The percent of minority employees (faculty/staff/administrators) to total employees shows a slight decline, from 21% in 2017 to 19% in 2022.

Student, Faculty & Staff By Ethnicity, Fall Semesters 2017 - 2022

		Non-Minority	Minority	Total
Fall 2017	Students	2,378	234	2,612
	Percent of Total	91%	9%	100%
	Faculty	87	80	167
	Percent of Total	52%	48%	100%
	Administrators & Staff	422	56	478
	Percent of Total	88%	12%	100%
	Total Employees	509	136	645
	Percent of Total	79%	21%	100%
Fall 2018	Students	2,319	260	2,579
	Percent of Total	90%	10%	100%
	Faculty	79	75	154
	Percent of Total	51%	49%	100%
	Administrators & Staff	421	56	477
	Percent of Total	88%	12%	100%
	Total Employees	500	131	631
	Percent of Total	79%	21%	100%
Fall 2019	Students	2,229	269	2,498
	Percent of Total	89%	11%	100%
	Faculty	83	70	153
	Percent of Total	54%	46%	100%
	Administrators & Staff	414	51	465
	Percent of Total	89%	11%	100%
	Total Employees	497	121	618
	Percent of Total	80%	20%	100%
Fall 2020	Students	2,383	285	2,668
	Percent of Total	89%	11%	100%
	Faculty	84	71	155
	Percent of Total	54%	46%	100%
	Administrators & Staff	413	47	460
	Percent of Total	90%	10%	100%
	Total Employees	497	118	615
	Percent of Total	81%	19%	100%
Fall 2021	Students	2,397	273	2,670
	Percent of Total	90%	10%	100%
	Faculty	87	73	160
	Percent of Total	54%	46%	100%
	Administrators & Staff	389	44	433
	Percent of Total	90%	10%	100%
	Total Employees	476	117	593
	Percent of Total	80%	20%	100%
Fall 2022	Students	2,123	264	2,387
	Percent of Total	89%	11%	100%
	Faculty	87	69	156
	Percent of Total	56%	44%	100%
	Administrators & Staff	410	46	456
	Percent of Total	90%	10%	100%
	Total Employees	497	115	612
	Percent of Total	81%	19%	100%

OBJECTIVE I: To increase the number of targeted potential minority student contacts.

Activity	Timeline	Performance
A. Develop and nurture new and current articulation agreements with educational and service organizations.	Ongoing	New partnerships

Currently Activities to Date

The University has continued partnerships with several surrounding school districts, community colleges, other educational institutions, organizations, the Arkansas Department of Education, the Arkansas Department of Higher Education and the U.S. Department of Education.

Activity	Timeline	Performance
B. Establish a diverse community based Advisory Board to assist with planning for diversity.	Ongoing	The Advisory Board established guidelines for operating.

The Advisory Board on Diversity was established in 2007. The board meets twice per school year.

Activity	Timeline	Performance Measure
C. Increase marketing targeted to diverse populations	Ongoing	Marketing strategies will reflect diverse segmentation.

2022 – 2023

The University continues its marketing campaign using university initiated activities as well as its newly acquired marketing agency of record, The Design Group. Campaigns in excess of \$200,000 have been executed since the fall 2018 in advertising to minority communities. Additionally, the implementation of Workday allows for job postings throughout the University of Arkansas System. Thus, job openings continue to reach diverse audiences. Other marketing strategies include:

- Television ads on targeted cable networks (e.g. ESPN, TNT, TBS, TMC, BET, HGTV, ASPIRE, TV ONE, USA, Comedy Central, Bravo, VH1, etc.)
- Billboards using diverse student imagery in Little Rock, Pine Bluff, Memphis and Dallas.
- Purchased targeted urban-formatted radio buys in Little Rock, Pine Bluff, Camden, Helena/West Helena
- Purchased print advertisement on an on-going basis in communities of Pine Bluff (SEA Life Magazine)
- Continued use of the official Facebook page (www.facebook.com/uapinebluff), Twitter page (www.twitter.com/uapbinfo), Instagram page (www.instagram.com/uapb), YouTube Channel (www.youtube.com/uapbtelevision) and News Blog (www.uapbnews.wordpress.com) to connect with constituents on several platforms.

Secondary advertising is done through the continued dissemination of the official university magazine, UAPB Magazine. The electronic version is available at www.uapb.edu/magazine.

OBJECTIVE II: To strengthen the infrastructure to enroll and retain minority students.

Activity	Timeline	Performance Measure
A. Continue and strengthen collaboration with the Office of International Programs and Studies	Ongoing	International student increase and retention above previous year

The Division of Enrollment Management (EM) continues its collaboration with the Office of International Programs and Studies (OIPS) in order to improve international student enrollment and retention trends. The nature of this collaboration includes the shared roles by the Office of Admissions and OIPS in the international student application process whereby joint problem-solving occurs during the review of international student applications for purposes of issuing I-20 Forms. Staff in the Office of Admissions also serves as co-advisers to the International Students Association. OIPS continues to work closely with the Office of Recruitment to pilot new approaches to international student recruitment, involving increased engagement of faculty and staff in developing overseas relationships with universities, *EducationUSA* offices and other partners with the short or long term goal of increasing international student recruitment and enrollment efforts. Members of the enrollment management team participate in meetings and working sessions during campus visits by prospective international student recruitment partners. In addition to these activities, formal and informal consultations between both units occur on an on-going basis.

Enrollment Trends: 2013 - 2023

During the 2022-2023 academic semester, enrollment trends recovered from the decline experienced due to the Covid-19 pandemic. UAPB has a recruitment goal of 50 international students per semester.

The table below reflects enrollment trends for active status (non-OPT) students since 2013:

Academic Cycle	Fall Semester Enrollment	Spring Semester Enrollment
2013 – 2014	38	35
2014 – 2015	38	42
2015 – 2016	50	38
2016 - 2017	53	49
2017 -2018	47	48
2018-2019	49	46
2019-2020	52	50
2020-2021*	39	42
2021-2022	45	42
2022-2023	58	59

*International student enrollment was affected by the global pandemic.

Activity	Timeline	Performance Measures
B. Diversify Recruitment Staff	Ongoing	Staff (pd./volunteer) will reflect diversity

2022 - 2023

The Office of Recruitment strongly supports and understands the significance and impact of a diverse recruiting environment. Understanding that potential impact, the Recruitment Office has positive strides to our recruiter’s physical presence, the new student applicant pool, student-prospect interests, school partnerships, schools targeted and visited by recruiters, schools visiting UAPB, and community partnerships, as a whole.

Recruitment’s focus on diversity is demonstrated in recruitment initiatives and actions. Diversity in the recruitment staff has had a direct effect on an increase in minority enrollment. Additionally, academic departments have recruitment liaisons that partner with the Recruitment Office for various activities. Diversity is also reflected in the liaisons. These efforts to increase the diversity of the staff and thus the diversity of the student population have led to greater diversity in campus organizations and clubs. There has also been greater interest among local businesses to partner with the university.

The percent of non-traditional applicants that have visited the campus and applied for admissions has increased significantly.

OBJECTIVE III: To expand availability of alternative delivery platforms, sites and time.

ACTIVITIES	TIMELINE	PERFORMANCE
A. Increase number of online, evening and weekend courses by 10% per year for next five years	2022 - 2023	In addition to the online graduate program in Addiction Studies, UAPB was recently approved to offer an online Master of Arts in Teaching program. UAPB is currently seeking approval to expand its online course offerings.

2022-2023

Currently, more than 95 faculty members have been trained to teach online classes. Online courses are offered fall, spring and summer sessions. Online courses were offered as follows:

Fall 2022 Web-based (totally web-based) numbers are: **185 course sections**; **502** credit hours; **3,970** course enrollment; **10,590** student semester credit hours (SSCH); and **112** unduplicated instructors/faculty.

Spring 2023 Web-based and Hybrid numbers are: **152 course sections**; **425** credit hours; **2,999** course enrollment; **8,028** student semester credit hours (SSCH); and **103** unduplicated instructors/faculty.

Conclusion

The university continues to place a priority on increasing minority student enrollment while maintaining a diverse faculty/staff. UAPB’s long history of providing educational access to all interested persons regardless of race, ethnic or culture has created an environment that is known for its inclusion of diverse populations of students, faculty, and staff. UAPB’s new strategic plan for the next seven years includes a goal to, “Recruit, develop, and retain diverse and excellent faculty and staff.” We will continue building on this goal to ensure a diverse campus community.



UNIVERSITY OF ARKANSAS
PULASKI TECH

2022-2023
Minority Recruitment and Retention
Annual Report

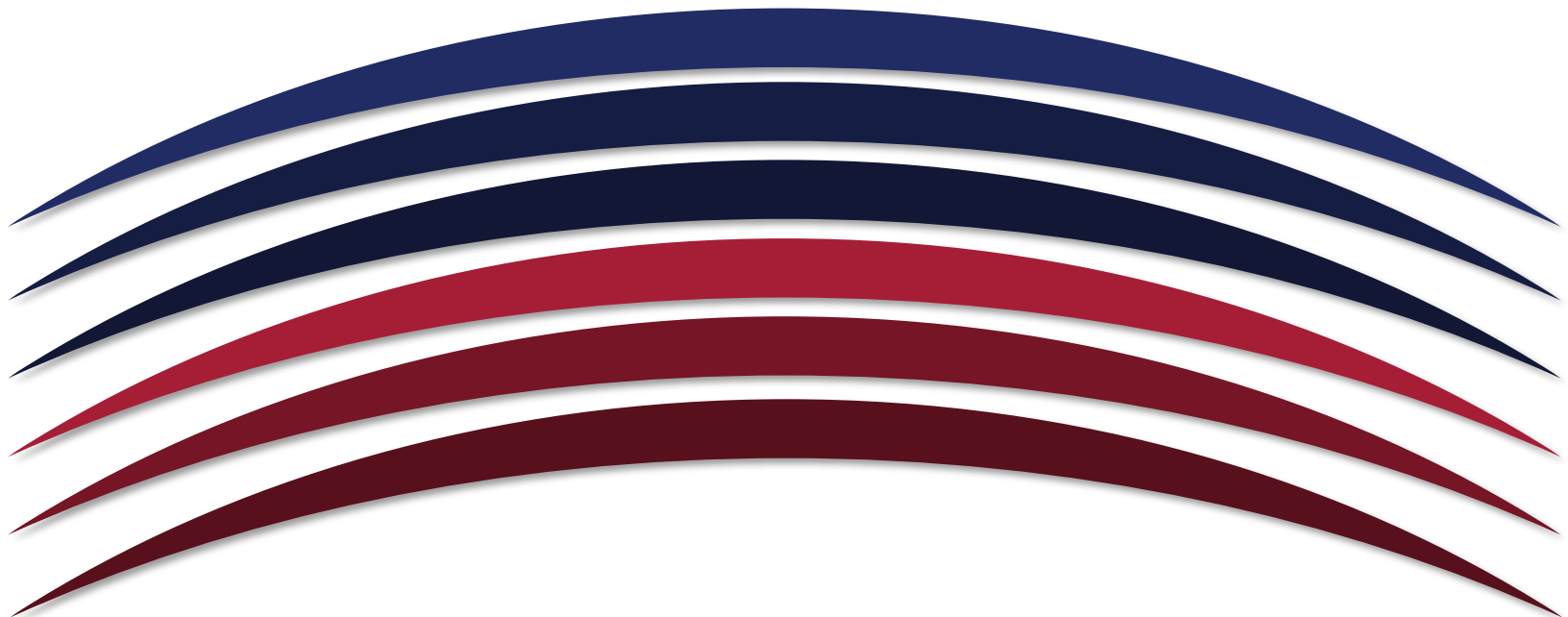


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Introduction and Background

ACT 1091 of 1999 requires all state-supported colleges and universities to establish a program for recruiting and retaining minority students, faculty, and staff. A main provision of ACT 1091 requires each institution to prepare an annual progress report on the steps taken to reach the goals of the institution's Five-Year Minority Retention Plan.

UA-Pulaski Technical College (UA-PTC) is committed to enhancing the recruitment and retention of minority students, faculty, and staff. In compliance with Arkansas Act 1091 of 1999, the purpose of this document is to devise strategies, measures of effectiveness, and budgets for minority recruitment and retention. This plan represents an update to the ongoing process of minority recruitment and retention at UA-PTC.

Definitions

For purposes of this plan, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, Hawaiian/Pacific Islanders, and Native Americans. Throughout the plan, the names of racial groups have been truncated to black, Hispanic, Asian, Pacific Islanders, and Native American, and it is assumed that all members of these groups are Americans.

UA-PTC continues to implement the collection of new racial and ethnic codes based upon federal and state requirements for its student population on the Application for Admission of new, transfer, and readmitted students.

Responsibility for Implementation and Reporting

Responsibility for the Five-Year Plan implementation has been assigned to the Vice President of Enrollment Management and Student Life; the Director of Human, and the Director of Public Relations and Marketing. The Office of Institutional Research will assemble the updates and submit the revisions to the Arkansas Department of Higher Education annually.

Minority Student Recruitment and Retention

Goal 1: UA-PTC will continue marketing the College to various audiences via diverse media and methods in order to recruit new students.

Strategies: UA-PTC will continue our diverse marketing strategy. Built into all marketing initiatives is an effort to portray a broad range of constituencies in visual media. UA-PTC markets the College through a variety of methods, including television advertising, radio advertising, print media advertising, internet and social marketing, and mass mailings. Advertising content is consistent in its depictions of diversity in visual mediums. In addition to running ads in major media outlets, the College also advertises in broadcast and print media that are geared toward African-American and Hispanic clientele such as KABF community radio sponsorship and Power 92 Jams.

Indicators of Effectiveness: UA-PTC will continue to monitor demographic statistics pertinent to our enrollment and service area population in order to select the best avenues for advertising. The College will work with media outlets to select the proper times and formats for such advertising. Where applicable, surveys may be done to research how new enrollees at UA-PTC first heard about the College.

Timeline: Ongoing.

Status Report: UA-PTC maintains a robust marketing strategy that includes digital marketing, social media marketing, traditional media such as radio and television, and outdoor billboard marketing.

Mass market advertising is not necessarily geographical in nature but targeting (when available, such as in social media or digital ads) ensures broad coverage across central Arkansas, including in majority-minority areas, such as zip codes 72202, 72204, 72206, 72209, 72114, and 72118.

The college has run radio schedules on KIPR FM (Power 92), the station with the largest African American market share in central Arkansas, for six of the past 12 months. Additionally, the college purchased a sponsorship package on KABF 88.3 Community radio which included promotional spots in English and Spanish. The station caters to numerous low-income and marginalized populations in central Arkansas.

All forms of visual media are screened to ensure they reflect the diversity of our student populations, thus African American, Latino, and female students are depicted in most ads with more than one student and in at least half of the ads with a single student. Likewise, printed recruitment materials are designed to be reflective of the demographics we serve.

No surveys were conducted during the last academic year. A new college partner for marketing services is newly in place as of May 2023. The firm awarded the contract will be expected to work with UA-PTC in surveying students regarding brand awareness.

Goal 2: UA-PTC will provide effective and efficient admissions and enrollment services.

Strategies: UA-PTC will continue providing adequate professional support at all locations for the admissions and enrollment process while looking for continuous ways to improve. Admissions and enrollment services staff will collaborate with other college faculty, staff, and programs to enhance student recruitment and

retention efforts. As a comprehensive strategy, such professional support benefits the entire campus community that focuses on serving its minority student population. UA-PTC staff, in conjunction with the Career Pathways, Career Coach, and JAG programs, continue to work with both local high schools and college students, that serve large populations of minority students, to provide services that result in a smooth and successful transition to full-time college attendance.

Indicators of Effectiveness: The College administers the Noel Levitz Student Satisfaction Inventory at all locations every two years. Any areas of student dissatisfaction are reviewed and strategies for improvement are explored. When applicable, the College will conduct additional surveys to evaluate the effectiveness of services. The College will continue to monitor the demographic data of applicants, students who follow through with enrollment, and the general service area populations. UA-PTC expects to maintain or increase minority application and enrollment at rates higher than the general population.

Timeline: Ongoing

Status Report:

Post-COVID pandemic, UA-PTC had a small increase in admissions applications and continued to experience notable changes in the results of both admissions applications and student enrollment by race and ethnicity. The overall percentage of admissions applications submitted by Black or African Americans increased from 43% for Fall 2021 to 46% for Fall 2022, Hispanics of any race increased from 8% for Fall 2021 to 11% for Fall 2022, and the percentage of applications for Whites decreased from 38% to 34% for the same semesters. Additionally, coinciding with the increase in minority student applications, the percentage of minority students (Black or African American, Hispanics of any race, two or more races, Asian, Nonresidents, American Indian or Alaska Native, & Native Hawaiian or Other Pacific Islander) making up UA-PTC's student body increased from 53.3% in Fall 2021 to 58.5% in Fall 2022.

To continue improving upon student support services, a new admissions coordinator position is to be hired prior to the Fall 2023 semester, and placed at UA-PTC's South-site to further improve upon the efficiency and communication outreach services provided to students that apply to programs specifically offered at that location.

To assist applicants in following through with enrolling for classes, UA-PTC continues to implement large calling campaigns that focus on assisting students with admissions applications, completing the FAFSA, and registering for classes. For example, in July of 2022, 1,052 students were called to complete registration for classes 136 of those students (13%) indicated they wanted to register for classes. These students were specifically followed up.

The Ruffalo Noel Levitz Student Satisfaction Inventory survey was administered in 2022 and the results can be found here: [Institutional Research \(uaptc.edu\)](https://uaptc.edu/institutional-research)

Goal 3: UA-PTC will maintain and revise as needed student orientation services.

Strategies: UA-PTC will continue to expand and market services that support new student success. As a comprehensive strategy, such student services benefit the entire campus community as well as the growing minority student population. Important factors in minority student retention are ensuring that students are

knowledgeable about the support services available to them and that they have good study habits. High-quality orientation sessions must be delivered at the beginning of a student's college experience to provide initial information and awareness about the student's college career and institutional resources. The College's first-year experience course reinforces all new student orientation information and fills in any potential gaps that could impact student success. Toward that end, UA-PTC will continue to take the following actions:

(a) *New Student Orientation*: Orientation programs are commonly utilized by colleges and universities in order to familiarize new students with the following information: introduction to college life, campus policies and procedures, academic curriculum, financial aid, introduction to college staff, and a campus tour. UA-PTC recommends all first-time entering, degree-seeking students attend an on-campus orientation prior to enrollment. UA-PTC currently offers new student orientation prior to the beginning of the fall and spring semesters. In addition, the institution offers both a self-paced online orientation and a live virtual orientation experience. The goal is to provide maximum access to orientation experiences and resources.

(b) *College Pathway (College Studies)*: This course is required of all students who are considered academically disadvantaged by placing into two or more developmental. The course is also recommended for all first-time entering, degree-seeking students. The course provides students with the following information: time management, discovering learning styles, diversity, stress management, career planning, note-taking, study strategies, test-taking, computer skills, listening skills, and decision-making (especially in reference to future educational planning).

(c) *Career Essentials (College Studies)*: Career Essentials may be taken by students seeking an Associate of Applied Science degree or a Technical Certificate. The course is designed to allow students to take a comprehensive approach to career planning. Utilizing career assessments and employment data, students are able to decide on a major, select a career, and develop a plan for achieving educational, financial, and career goals. The course focuses on refining pre-employment skills, reinforcing work ethics and values, exploring employment trends and issues, and developing writing and public-speaking skills. In addition, students explore learning styles and construct strategies for success in college and the world of work. Students learn how to manage time effectively; to utilize effective reading, note-taking, and test-taking strategies; and to maintain personal health as a part of life-long learning. At the end of the semester, students are able to network with their division deans and administrators at the college-sponsored career reception. Throughout the semester, students work with the instructor to develop a theme and coordinate this culminating event.

Indicators of Effectiveness: Statistics regarding orientation completion and subsequent retention and College Pathway and Career Essentials enrollment, grades, and assessment of student learning outcomes will be continuously monitored. Student Course Evaluation results are provided to faculty and is reviewed and strategies for improvement are explored.

Timeline: Ongoing.

Status Report:

New Student Orientation hosted 21 events between July 1, 2022-May 30, 2023. An online self-paced option is available for students, but the majority of students attended an in-person session. Attendance averaged 15 students per session. With the creation of the Student Assistance Coordinator position, UA-PTC now offers more New Student Orientation sessions to provide students with more chances to attend. This is allowing the college to reach more of our first-time entering students with the important tools needed for students to familiarize themselves with campus resources.

Each year graduating students take an exit survey with the following question: How satisfied were you with the following services? It then lists New Student Orientation as one of those services. In the review of student responses, we have found that from 2022 to 2023 the Very Satisfied Rate decreased from 58% to 48%, the Somewhat Satisfied increased 5.7% to 8.7%, the Neither Satisfied nor Dissatisfied increased from 11% to 17%, Somewhat Dissatisfied increased from .06% to 1.4%, and the Very Dissatisfied increased from 2% to 3%. To understand the increase in non-satisfied students, we will determine how many of those students attended New Student Orientation and how many did not. To increase student satisfaction moving forward, UA-PTC will ensure that all students attend New Student Orientation. After the orientation, students are emailed a post-event survey to complete. The post-survey asks students to rate the content presented, the presenters, and the overall all event. In addition, students are given a space where they can suggest improvements. The survey results will be used to improve orientation.

For sessions given in November 2022, students completed a pre and post-knowledge assessment. The assessment tested students' knowledge of common college terminology and UA-PTC specific terminology. By the end of the sessions, 45.83% of students had a higher score on the post-assessment compared to the pre-assessment score. Beginning May 2023, after students attended New Student Orientation, they are sent a voluntary satisfaction survey. In a review of student responses, 80% of the student who completed the survey were satisfied with the overall event, the materials provided, and the topics discussed.

College Pathways A Diversity Inclusion and Communication case study is assigned as part of the College Pathway class curriculum. The learning outcome for this assignment is to learn why it is important to appreciate diversity and understand the importance of physical and psychological balance. 286 students took this course in Fall 2022; 65% of students successfully completed the assignment, an increase of 10% over the previous Fall, and of the 122 students enrolled in the College Pathways course in Spring 2023, 67% successfully completed the assignment, which is an increase of 26% over the previous Spring.

Course Pass Rates are determined by students who complete the course with a grade of D or higher. Spring 2023 had an average Pass Rate of 78% which is an increase of 25% compared to Spring 2022. Student Course Evaluations are given the last two weeks of class each semester. The following sample provides the trend of student satisfaction over the past six semesters.

	Evaluation Response Mean out of 5 points						
	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	
Instructor clearly stated the objectives and expectations for this course	4.6	4.6	4.8	4.8	4.7	4.7	
The instructor encourages students to participate in class discussions and to ask questions.	4.4	4.4	4.4	4.6	4.5	4.6	
The instructor is responsive and helpful to students.	4.6	4.5	4.7	4.8	4.6	4.7	
The instructor provides timely information concerning progress and grades.	4.6	4.5	4.7	4.8	4.6	4.7	

Goal 4: UA-PTC will maintain student counseling and academic advising services to aid in the retention of students.

Strategies: As funding becomes available, UA-PTC will continue to expand counseling and advising programs, especially to continuing students, and revise placement scores in accordance with state law for developmental and college gatekeeper courses. Another important factor in minority student retention is students’ selection of the appropriate courses and programs in relation to their interests and educational preparation. Toward that end, UA-PTC will continue to take the following actions:

(a) *Placement Testing:* UA-PTC has a comprehensive placement testing program that enables the college to place students in the appropriate level of courses based on their educational preparation. In accordance with Arkansas law, all students enrolling in college-level mathematics or English will be tested for placement purposes. Students failing to achieve designated scores on the various components of the ACT or ACCUPLACER tests will be required to complete developmental education courses with a passing grade. Placement testing is offered at both the main campus and the Little Rock-South site.

(b) *Developmental Education:* UA-PTC has a comprehensive developmental (remedial) education program in reading, math, and writing that is designed to assist students in preparing for success in college-level courses. The college primarily uses a co-requisite model to ensure students are progressing through gateway courses as quickly as possible.

(c) *Career Services:* UA-PTC has a career counseling office that provides students with career orientation and exploration resources in order to assist them in selecting an educational program that is suited to their interests. Employment assistance is also provided through an annual job fair, daily job postings, on-campus recruiting, and information sessions. Employment readiness workshops are occasionally offered to assist students with resume writing, interview skills, and other aspects of the job search.

(d) *Academic Advising:* UA-PTC currently provides academic advising to assist all new and current enrollees with mentoring, degree planning, course selection, and career planning. The institution uses a case-management advising model to provide consistent access and mentoring to all students. New

students are assigned to a full-time staff advisor, while current/continuing students are assigned to a faculty advisor, who is considered to be an expert in their chosen field of study.

(e) *Early Alert System*: UA-PTC has an Early Alert System to help identify at-risk students, provide support and improve retention and graduation rates. It is designed to assist students who may be experiencing academic or personal difficulties by providing the necessary tools and resources to help them succeed.

(f) *TRIO Student Support Services*: The UA-PTC TRIO Support Services program is a Student Support Services (SSS) program funded by the United States Department of Education. The goals of TRIO are to help participants have a successful college experience and achieve their academic and personal goals. The program serves 180 UA-PTC students who qualify for services; students must be first-generation college students (neither parent has a baccalaureate degree), meet income requirements based on family size, and/or have a documented disability. Services provided by the program include the following: mentoring, tutorial services both online and in a lab setting; academic, financial, and personal counseling; assistance in securing admission and financial aid for enrollment in four-year institutions; and access to cultural opportunities and trips.

(g) *Career Pathways*: The Career Pathways Initiative at UA-PTC is designed to provide support services and direct financial assistance to parents who are 250% below the federal poverty level that want to increase their education and employability. The program is funded as part of the federal TANF (Temporary Assistance for Needy Families) program and is supported by the Arkansas Division of Workforce Services and the Arkansas Division of Higher Education. The Career Pathways program at UA-PTC serves approximately 150-200 students each year, based on funding. Career Pathways participants will have access to the following: financial assistance with student support in the form of transportation, tuition, books, child care, funds for course-related supplies; assistance finding jobs while in school and careers upon graduation; computer lab for doing homework and improving computer skills; laptop and calculator loan program; assistance navigating student portal and completion of FAFSA. Workshops are provided each semester on topics such as advising, financial aid, dress for success, money management, mental health, domestic violence, etc., to increase student success and retention. Staff is available to assist students with personal counseling and academic records review.

(h) *TRIO Veterans Upward Bound*: The UA-PTC TRIO Veterans Upward Bound Program (VUB) is a veteran support program funded by the United States Department of Education. The program is designed to help eligible U.S. military veterans refresh their academic skills so that they may successfully complete the postsecondary school of their choice. The program serves 130 low-income, first-generation, and/or disabled veterans who served at least 180 days on active duty and received an honorable discharge. The TRIO VUB staff work one-on-one with enrolled participants to assist them in reaching their academic goals by administering pre-and-post assessments to determine areas of strengths and weaknesses and helping participants plan by using tools such as free classes in remedial math and English. Veterans are also offered refresher courses in basic computer skills. The VUB staff offer academic advising, tutoring, personal counseling, career advising, assistance completing the financial aid application, assistance finding and completing scholarship applications, financial literacy, assistance completing college applications, and cultural trips.

Indicators of Effectiveness: General Education courses are annually evaluated regarding student learning outcomes, and changes are implemented based upon findings. Other support services for academic and advising maintain tracking and survey evaluations to assess effectiveness.

Timeline: Ongoing.

Status Report:

Placement Testing UA-PTC administered over 2,000 Accuplacer Placement Exams to determine appropriate course-level placement for incoming students. Placement testing was offered at both the NLR-Main Campus and South Site and at 19 partner high school sites for the 2022-2023 period.

Early Alert Between July 1, 2022 and May 30, 2023 there were 2,982 Early Alerts initiated by faculty and staff which is a 35% increase compared the previous reporting period. 40% of the Early Alert Concerns were for Grades and more than half of the Early Alerts were for our Black or African American student population. Counts on the tables below are duplicated.

Early Alert by Concern Type	Count
Academic - General Concern	1451
Attendance	297
Documentation Only (No Action Required)	10
Family Emergency	8
Financial - General Concern	2
Grades	1184
Medical	9
Other	16
Social	5
Early Alert by Student Race/Ethnicity	Percentage
American Indian or Alaska Native	0.5%
Asian	1.4%
Black or African American	52.6%
Hispanics of any race	12.6%
U.S. Nonresident	1.0%
Race and Ethnicity unknown	2.0%
Two or more races	3.9%
White	25.9%

Developmental Education Pass rates are determined by students who completed the course with a grade of C or better. *Foundations of Literacy* pass rates for all minority students remained at an average of 76% in 2021-2022 and 2022-2023. *English Composition Review* pass rates for all minority students decreased from an average of 71% in 2021-2022 to 63% in 2022-2023. *Mathematical Reasoning Support* pass rate average for all minority students remained at an average of 76% in 2021-2022 and in 2022-2023. *College Algebra Support* pass rate average for all minority students increased from 75% in 2021-2022 to 82% in 2022-2023.

Career Services In 2022-2023, the Office of Academic Advising and Career Services began overhauling our Career Services component. After several years of not having consistent leadership and activities in this office, we are now focusing on providing students with the following services: interest and career assessments, job postings, resume workshops, interview coaching, career fairs, and a career closet where students can access appropriate business attire. Career Services hosted the following events and workshops: Nursing Resume Writing Workshop (30 Students), and Career Fairs (135 Students).

Academic Advising continues to see success using the QLess online queue system for both scheduled appointments and walk-in advising. In general, efficiency has increased and wait times have decreased which, in turn, increases student satisfaction and retention. The Academic Advising Office also recently deployed a new phone queue that promises improved and more immediate communication with students and the general public. The Office of Academic Advising hosted the following event: Spring Transfer Fair (100 students).

TRIO Student Support Services provided 35 workshops, cultural events, and transfer trips to 180 students (63% of minority race) this year. Those events included the following; Garvan Woodland Gardens, Murry's Dinner Playhouse, Naturally 7, Potted Potter, Jungle Book, Riverdance, Cirque Du Soleil, Museum of Automobiles, Scholarship Workshops, Financial Literacy Workshops, Investment Workshop, Lifestyle Workshops, Learning to Sew Workshop Series, Study Skills Workshop, Test Taking Workshop, Communicating with your Instructors Workshop, Understanding your Syllabus Workshop, Advising Workshop, Arkansas State University Transfer Trip, the University of Arkansas Fayetteville Transfer Trips, University of Arkansas Little Rock Transfer Trips, and the University of Central Arkansas Transfer Trip and TRIO Student Support Services End of Year Celebration.

Career Pathways had an increase in enrollment this year. We offered various workshops such as Time Management, Advising, Spending Money Wisely, Stress Management, Self-Care, Advising, Financial Literacy, Career Services, Time Management, Anxiety, Foundation Scholarship, and Home Ownership to help enhance student learning and life skills. We had a total of 65 students to complete the employability certificate, this number has gone up this year by 14 students. Currently, we have 152 African American students, 3 Hispanic students, and 32 white students, all of these student numbers have increased, since last year. We look forward to a larger increase in enrollment because now we are able to assist non-custodial parents, and parents that are taking care of disabled dependents over the age of 21. Career Pathways Initiative has also recently partnered with UALR to implement a pilot program with their nursing students which will provide them the opportunity to get assistance with tuition, fees, books, transportation, and childcare while working on their degree.

TRIO Veterans Upward Bound provided support to 130 students (78% of minority race) this year and provided the following workshops and cultural events: Murry's Dinner Playhouse, UA-PTC Art Exhibits, CPR Training, Medical/Health Insurance Update Workshops, Tips on Purchasing a Home Workshop, Personal and Family Well-Being Workshop, Preparing and maintaining Food Safety Workshop, Financial Literacy Workshop, Financial Aid Workshop, Budgeting Workshops, Veterans Medicare Related Benefits Workshop, Active Shooter Procedures and, Emergency Preparedness, Campus Services Workshop, and Free Legal Services Workshop.

Goal 5: UA-PTC will support the development of student life programs.

UA-PTC is primarily a commuter college with many part-time students and it is important for the College to promote student life activities in order for students to interact positively with other students, faculty, and staff in venues outside of the classroom and for students to further develop leadership abilities. The Associate Dean of Students coordinates College-sponsored student life events and oversees the approval process for college-recognized student organizations and advises the Student Government Association (SGA) and Student Ambassadors.

Strategies: UA-PTC will continue to offer college-sponsored events and involve the student community in planning, leadership, and implementation.

Indicators of Effectiveness: While it is difficult to get exact headcounts at open campus events, participation appears to be on target with college goals. Among student organizations, including SGA, participation statistics and committee minutes are easier to assess for access and effectiveness. The College will continue to monitor such efforts and assist where applicable according to College policies.

Timeline: Ongoing.

Status Report:

UA-PTC in-person and virtual events were back in full force, with 70 events occurring for the 2023-2024 academic year. Out of those 70 events, 34 were student-led by UA-PTC student organizations. These events included community service activities, voter registration drives, personal finance seminars, career exploration, and networking events. 10 students attended the ACC Student Leadership Conference in Spring 2023. At the Annual Celebrating Student Milestones Program, 146 student awards were given for exceptional student achievement.

Student Life and Leadership currently lists 14 (fourteen) approved student organizations the name and descriptions of each are as follows:

Amicus Curiae Paralegal Club – Paralegal Club introduces students to the field of legal studies and related subjects at UA-Pulaski Technical College. Members are offered an opportunity to expand their legal knowledge and develop a greater understanding of the legal field. The club regularly holds meetings and events in which Paralegal Club members may network with members of the legal field and other UA-PTC students, faculty, and staff. Any student who is enrolled at UA-PTC as a student and has at least a 2.5-grade point average is eligible for membership.

FBLA Collegiate – FBLA Collegiate is a college business professional organization and is the college component of Future Business Leaders of America. While the organization primarily emphasizes business and business-related topics, students of various programs of study may join the organization. Community activities may include various fundraisers and community service projects. Professional activities may include guest speakers, networking opportunities, and state and national competitive events.

Fine Arts Association – Fine Arts Association aims to promote, educate, and appreciate all avenues of the Fine Arts including, but not limited to: Visual Arts, Performing Arts, and Creative Writing.

Univer:

Metro Student Ministries – UA-PTC is a state-supported institution and therefore non-denominational. The purposes of Metro Student Ministries are to encourage student fellowship, to develop student leadership skills, to provide opportunities for the study of Bible and to practice its teachings, to organize students for service and ministry projects, to assist students in communicating the meaning of their faith in significant ways, and to offer guidance as students face crises and critical choices in life. Membership is open.

Phi Theta Kappa – Phi Theta Kappa is an international honor society that promotes academic excellence. Phi Theta Kappa strives to create an intellectual climate that fosters academic excellence, protects academic integrity, and develops leadership. Each fall and spring semester invitation to membership is extended by the chapter to students who have completed a minimum of 18 credit hours at UA-PTC that are clearly applicable to an associate degree with a minimum 3.50 cumulative grade-point average. The minimum 18 credit hours must include at least three credit hours of general education courses applicable to the associate degree being pursued.

Political Science and History Club – The purpose of the History Club is to promote and educate the campus community about history and how it influences everyday life. Club activities include visits to local historical sites and museums.

Psychology Society-The purpose of the Psychology Society is to educate the UA-PTC community about the field of psychology and its uses in everyday life to bring about awareness on issues related to the field of psychology and mental health. The Psychology Society’s goal is to connect students to school, build a sense of community, and allow students to discover their passions and strengths for future education and careers. Members may network with professionals within the field of psychology during events and meetings and with fellow club members.

Building Cultural Connections – Building Cultural Connection encourages diversity and cultural understanding among members of the UA-PTC campus. BCC provides a social environment that allows students to experience in-depth interactions with their college, local, and state environments. The BCC experience is enhanced through conversation opportunities with students of various international and domestic backgrounds. Members are encouraged to participate in volunteer experiences.

Rainbow Alliance – The Rainbow Alliance is a safe, supportive community for LGBTQIA+ students and allies. This organization fosters an atmosphere of awareness and acceptance of all individuals.

Sigma Kappa Delta – The Society is a chapter of Sigma Kappa Delta, the National English Honors Society for Two-Year Colleges. Sigma Kappa Delta strives to create cultural stimulation, promote interest in literature and the English language, and exhibit high standards of academic excellence among its members. Each fall semester invitation to membership is extended by the chapter to students who have completed a minimum of one college course in English language or literature and who have also completed a minimum of 12 credit hours at UA-PTC. The candidate shall have no grade lower than a B in English and must have a 3.30 cumulative grade point average.

Student Ambassadors – The Office of Student Affairs coordinates the Student Ambassadors program which assigns Ambassadors to activities designed to promote the college and recruit students. Activities

include both on-campus and off-campus activities, such as community festivals and fairs, business expos and community special events within the college's service area. Student Ambassadors also assist other campus offices with special events, many of which are geared toward minority students. For example, ambassadors work at CHARTS events and Gallery Openings. Student Ambassadors were made up of the following demographic of students: 7 African American, 1 Hispanic, 1 Multi-Racial, and 6 Caucasian.

Virtual Finance Club – The virtual finance club is a great way for students to grow their skills and professional network. This student organization aims to promote, educate, and foster an appreciation of financial topics and business. Experts regularly attend meetings and speak on topics such as (but not limited to) budgeting, taxes, loans, home buying, investing and many more.

Membership in the UA-Pulaski Technical College Student Ambassadors organization is based on academic achievement, involvement in extracurricular activities, leadership abilities and recommendation of faculty and professional staff. Student Ambassadors represent UA-Pulaski Technical College at various functions such as orientations, campus tours, school visits, speaking engagements, and other special events. Ambassadors participate in college activities and represent UA-Pulaski Tech both on and off campus.

Student Government Association – The membership of the Student Government Association (SGA) consists of elected positions and Recognized Student Organization representatives. Elections are held each fall for SGA At-Large Representatives. The Student Government Association's main objectives are to serve as student representatives and act as a liaison between administration/faculty/staff and students, campus activities, community service, fundraising, and advocacy. An advisor is appointed by the college administration.

Skills USA – Membership in Skills USA is open to students interested in the various career fields represented. The purpose of Skills USA is to help the student develop social and leadership skills. The clubs' members and advisors will conduct activities that enhance the development of these skills. The activities may include events between two-year institutions and between students, such as parliamentary procedure contests, troubleshooting contests for mechanics, nail tech, and many more contests.

Goal 6: UA-PTC will support cultural awareness activities among the student body.

Under the College's new shared governance structure, cultural diversity activities are now planned through a collaborative effort between the Cultural Diversity and Community Involvement Committee, Valuing Stakeholders Council, and the Charts Programming Advisory Board. The intended audience is students and community stakeholders.

Strategies: Under the College's shared governance structure, cultural diversity activities are planned through a collaborative effort between the Cultural Diversity and Community Involvement Committee, Valuing Stakeholders Council, and the Charts Programming Advisory Board. The Cultural Diversity and Community Involvement Committee makes recommendations for cultural awareness activities to the Valuing Stakeholders Council where the Chair of the Cultural Diversity and Community Involvement Committee holds a seat.

Indicators of Effectiveness: Participation statistics and committee meeting minutes are kept for activities scheduled.

Timeline: Ongoing.

Status Report:

The Cultural Diversity and Community Involvement Committee had 15 faculty and staff members and one student member in the academic year 2022-2023. The committee met monthly between September and May. Agenda items included DI&E Programming and Activities, Hispanic Heritage Month, MLK Day 2023 Event, Black History Month Events, and Book Club selections based on the Cultural Diversity Calendar.

The following cultural events were promoted for students, employees, and the community. The Cultural Diversity and Community Involvement Committee was involved in the planning and promotion of the events. All were marketed by various means, including email newsletter, website, social media, and traditional media outreach.

UA-PTC's Windgate Gallery

"1968: A Folsom Redemption" photography/multimedia exhibit July 15 – Aug 11, 2022

"Boiling Milk" art exhibit Aug. 22 - Sept. 23, 2022

"Generations," art exhibit Oct. 10 – Dec. 9, 2022

"Earth.Seed." art exhibit Jan. 17 - March 17, 2023

Student Art Competitive, April 24 - May 5, 2023

"Psyche" art exhibit June 15 – July 28, 2023

UA-PTC CHARTS Theater (concerts/shows)

Chamber Music Society of Little Rock Aug. 2, 2022

Ani DiFranco - Sept. 30, 2022

UA - Pulaski Tech Fine Arts Club Presentation Fire Exit Nov. 18, 2022

Potted Potter - November 29, 2022

A Bronx Tale with Chazz Palminteri December 2022

Naturally7 - April 13, 2023

Patti LuPone - April 27, 2023

UA-PTC's Chat & Chew Virtual Book Club Series

You Sound Like a White Girl: The Case for Rejecting Assimilation by Julissa Arce November 30, 2022

The Worst First Day by Elizabeth Eckford March 15, 2023

Other

Feb. 1 – March 2023 - Black History Month – a different historically significant quote by a noteworthy African American figure was shared on college social media accounts each day.

MLK, Jr. Panel Discussion event inequity in mental health on Jan. 25. Panelists include Elizabeth Eckford of the Little Rock Nine; Dr. Patricia Griffen, Psychologist; and UA-PTC Instructor of Sociology Mary Kate Terrell. UA-PTC professor Mayo Johnson moderated the discussion and the Q&A session.

March 5, 2023, *Celebrate MAYA Project* with Rodney Block: a musical celebration of the work of Maya Angelou on the occasion of her 95th birthday.

Student Data Analysis

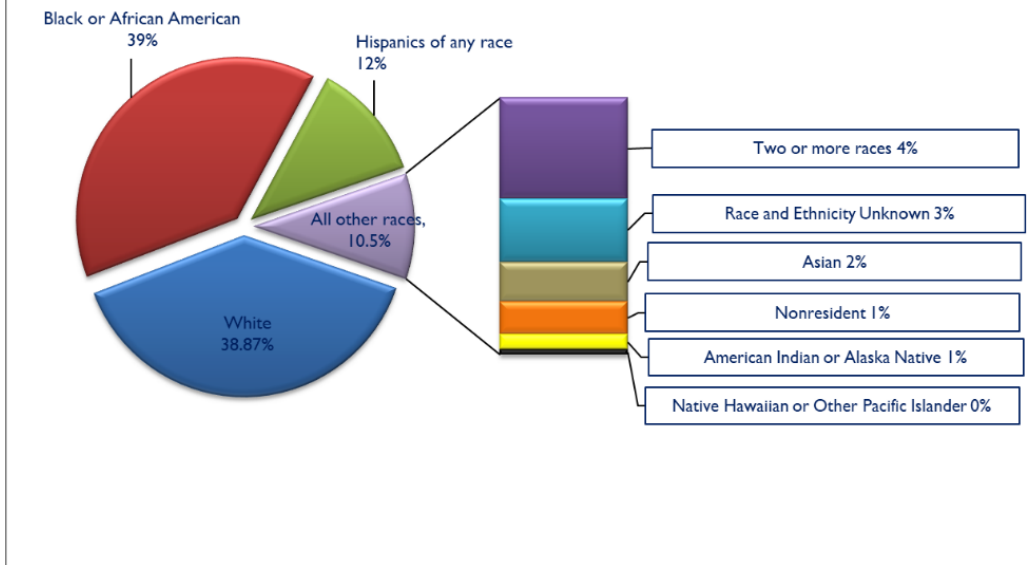
UA-PTC experiences a high volume in minority admission applications and subsequent enrollment. Black or African American students continue to comprise the largest minority racial/ethnic demographic among UA-PTC's enrolled student population.

UA-PTC's reporting year begins July 1, 2022 and ends June 30, 2023 and as such historical reports are comprised of a total unduplicated headcount for that reporting year. However, with this report's submission due date of June 30, 2023 this report reflects student race and ethnicity enrollment numbers for Fall 2022 only.

In Fall 2022, UA-PTC experienced a one percent increase in enrollment for Black or African American students over the 2021 Fall term. The number of Hispanics of any race increased by five percent from Fall to Fall. In the 2022 Fall term, minority students made up 61 percent of the student body, compared to 58 percent in the previous Fall. In Table I and Chart I the 2022 Fall student population is broken out by race/ethnicity.

Table I Fall 2022 Student Enrollment		
Race/Ethnicity	Headcount	Percentage of Total Population
White	1650	39%
Black or African American	1643	39%
Hispanics of any race	503	12%
Two or more races	177	4%
Race and Ethnicity Unknown	110	3%
Asian	69	2%
U.S. Nonresident	58	1%
American Indian or Alaska Native	26	1%
Native Hawaiian or Other Pacific Islander	9	0%

Chart I
Fall 2022 Enrollment by Race & Ethnicity



UA-PTC is ranked among the top 100 colleges nationally for diversity in degree conferrals in the annual list published by *Diverse: Issues In Higher Education*, Top 100 Degree Producers, which gives rankings of the institutions that confer the most degrees to minority students. UA-PTC is ranked #87 with 273 degrees conferred to minority students. It is the only school in Arkansas placed in the top 100 for African American students. See the entire list at <https://top100.diverseeducation.com/> Each list provides the total for the previous year, followed by the reporting year counts for males, females, and total. The final two columns show two percentages. The first percentage indicates how the number of the minority category degree recipients compares with all degree recipients at that institution within that discipline. The second percentage column indicates the percentage change in that minority group's number of graduates at that institution from the previous year.

Minority Faculty and Staff Recruitment and Retention

Goal 1: UA-PTC will provide exceptional human resources services in the areas of recruitment, employment, new employee orientation, employee relations, interpretation of policies and procedures, and the maintenance of personnel records.

The Office of Human Resources at UA-PTC actively recruits full-time and part-time faculty positions in conjunction with the academic divisions of the College. The office accepts applications for employment without regard to race, color, creed, religion, sex, age, national origin, or disability of qualified handicapped individuals. The Office of Human Resources also makes arrangements to seat interview committees whose membership is made up of a diverse and neutral cross-section of the campus community.

Strategies: UA-PTC will continue to support a fair and professional human resources process for recruiting and hiring full-time and adjunct faculty members as well as full-time and part-time staff.

Indicators of Effectiveness: On an annual basis, monitor employment selection data for year-to-year comparisons. Data includes the gender, race, and ethnicity of individuals who were hired. Monitor the racial, ethnic, and gender makeup of interview committees to ensure the inclusion of racial and ethnic minorities and/or other individuals with diversity competence.

Timeline: Ongoing.

Status Report: The Office of Human Resources at UA-PTC moved to a new Human Capital Management (HCM) system called Workday in 2021. The Workday system is a cloud-based solution that is easily accessible to all employees at any time across desktop and mobile devices. This system has helped streamline the employee recruitment and employee orientation process.

To ensure an equitable and inclusive hiring process from the initial stages to completion, Human Resources works collaboratively with search committees to affirm and promote the College's commitment to the core principles of diversity and equal opportunity in employment, which ensures equitable consideration and supports a culture that embraces a community of students, faculty, and staff who encompass an array of human qualities and varying personal and professional experiences. Last year, the college conducted 56 search committees, that number has been exceeded this year due to employee turnover and reorganization of third-party contract services.

Goal 2: UA-PTC will provide opportunities for professional development.

Strategies: Each academic year, faculty and staff members are provided with numerous on-campus professional development opportunities that begin with convocation in August and with other off-campus opportunities throughout the year. Supervisors will work with their employees in determining appropriate professional development activities to attend in the upcoming year. Professional development opportunities for employees include College support for attendance at professional conferences and workshops, tuition waivers for UA-PTC courses, program development grants, information technology training, and in-service

training. A full-time staff member in the Professional Development Institute has the responsibility for coordinating and improving on-campus professional development for all employees.

Indicators of Effectiveness: Faculty and staff participation in professional development activities are reviewed at the end of each fiscal year. The College maintains demographic data on employees of UA-PTC and monitors trends in professional development.

Timeline: Ongoing

Status Report: Participation in Diversity, Equity, & Inclusion specific sessions decreased from 12 to 11. Training types offered to all employees are Training that offers a Certificate of Completion (Certificate), Special meeting with attendee tracking (Meeting), Instructor-led training (Instructor), Training completed online (Online), and Webinars or recorded Training (Webinar). In instances where the training is instructor-led but a Certificate of Completion is offered it is coded as Certificate. If the training is online but instructor-led, it is coded as Instructor.

Table 2 provides all session participation from July 1, 2022 until now. The totals in this table are duplicated.

Table 2			
AY 2022-2023 Session Participants			
Faculty	Full-time	Part-Time	Total
Certificate	342	175	517
Meeting	13	0	13
Instructor	927	26	953
Online	164	60	224
Staff	Full-time	Part-Time	Total
Certificate	413	115	528
Meeting	2	0	2
Instructor	629	27	656
Online	248	57	305
	2,738	460	3,198

This year the following Diversity, Equity, & Inclusion specific sessions were offered to all employees:

Session Title	Attendees
ACUE: Inclusive Teaching for Equitable Learning	15
Anti-Racism in the Class: Hopes, Theory, and Practice	20
Autism as Explained by Sheldon Cooper	19
Diversity Awareness	1
Diversity, Equity & Inclusion in Instructing	32
NFA - Student Services: Disability, Counseling, Library, & TRiO	1
NFA: Student Services (TRiO, Counseling, Disability, Library)	1
Preferred Name Policy	31
Student Accommodations Through Disability Services	30
What Culturally Responsive Teaching Techniques Can I Use to Improve Learning?	1
Why is Intercultural Competence Important and How Can it Improve my Teaching?	1

Goal 3: UA-PTC will foster opportunities for advancement.

Strategies: UA-PTC encourages faculty and staff to apply for new positions that become available at the College. UA-PTC applies affirmative action principles to all job searches. In order to promote the goal of minority faculty and staff retention, UA-PTC will post notices of all job openings internally in addition to external postings.

Indicators of Effectiveness: The College maintains demographic data on employees of UA-PTC and monitors trends in promotions.

Timeline: Ongoing.

Status Report: With the approval of the UA Board, UA-PTC has established a Faculty Promotion and Rank Policy this year. UA-PTC plans to use this system of promotion and advanced ranks to recognize and support the exceptional teaching, scholarship, leadership, and service of faculty, empower faculty to reach their full potential and maintain a spirit of excellence and engagement in providing a high-quality education for students, in accordance with the mission of the college. The policy can be found in its entirety here: <http://mediaserver.uaptc.edu/content/handbooks/faculty-promotion-rank-policy.pdf>

Goal 4: UA-PTC will support cultural awareness activities on campus and in the community.

Strategies: A factor in promoting minority faculty and staff retention is cultural awareness on the part of everyone on campus. The College will continue to promote cultural awareness on the campus and the greater community by making use of the following:

- (a) *Cultural Diversity and Community Involvement Committee:* The Cultural Diversity and Community Involvement Committee is embedded into the institution's shared governance structure. The committee's charter is to provide guidance to the college administration and board through the Valuing Stakeholders Council on matters regarding diversity, equity, inclusion, and community involvement. The committee strives to increase cultural awareness and minority retention by providing programs and activities that are inclusive and embrace the diverse populations on campus. The committee is composed

of 15 members of the UA-PTC faculty and staff, and the group welcomes students who want to serve as members of the Committee.

(b) *Community Activities*: The Office of Public Relations and Marketing invites faculty and staff to participate in events that it cosponsors throughout the community with different government and community agencies.

Indicators of Effectiveness: Attendance at Committee events, Office of Public Relations and Marketing events, and professional development will be encouraged and tracked for participation.

Timeline: Ongoing.

Status Report:

The Cultural Diversity and Community Involvement Committee had 15 faculty and staff members and one student member in the academic year 2022-2023. The committee met monthly between September and May. Agenda items included DI&E Programming and Activities, Hispanic Heritage Month, MLK Day 2023 Event, Black History Month Events, and Book Club selections based on the Cultural Diversity Calendar.

The following cultural events were promoted for students, employees, and the community. The Cultural Diversity and Community Involvement Committee was involved in the planning and promotion of the events. All were marketed by various means, including email newsletters, website, social media, and traditional media outreach.

UA-PTC's Windgate Gallery

"1968: A Folsom Redemption" photography/multimedia exhibit July 15 – Aug 11, 2022

"Boiling Milk" art exhibit Aug. 22 - Sept. 23, 2022

"Generations," art exhibit Oct. 10 – Dec. 9, 2022

"Earth.Seed." art exhibit Jan. 17 - March 17, 2023

Student Art Competitive, April 24 - May 5, 2023

"Psyche" art exhibit June 15 – July 28, 2023

UA-PTC CHARTS Theater (concerts/shows)

Chamber Music Society of Little Rock Aug. 2, 2022

Ani DiFranco - Sept. 30, 2022

UA - Pulaski Tech Fine Arts Club Presentation Fire Exit Nov. 18, 2022

Potted Potter - November 29, 2022

A Bronx Tale with Chazz Palminteri December 2022

Naturally7 - April 13, 2023

Patti LuPone - April 27, 2023

UA-PTC's Chat & Chew Virtual Book Club Series

You Sound Like a White Girl: The Case for Rejecting Assimilation by Julissa Arce November 30, 2022
The Worst First Day by Elizabeth Eckford March 15, 2023

Other

Feb. 1 – March 2023 - Black History Month – a different historically significant quote by a noteworthy African American figure was shared on college social media accounts each day.

MLK, Jr. Panel Discussion event inequity in mental health on Jan. 25. Panelists include Elizabeth Eckford of the Little Rock Nine; Dr. Patricia Griffen, Psychologist; and UA-PTC Instructor of Sociology Mary Kate Terrell. UA-PTC professor Mayo Johnson moderated the discussion and the Q&A session.

March 5, 2023, *Celebrate MAYA Project* with Rodney Block: a musical celebration of the work of Maya Angelou on the occasion of her 95th birthday.

Faculty and Staff Data Analysis

UA-PTC employees on the payroll as of November 1, 2022, totaled 425 individuals; a 20% decrease over last year. Minority and Unknown Race/Ethnicity made up 26% of the employee population, counting both full and part-time employees, which is a decrease of 3% over last year.

In accordance with ACT 1091 of 1999 and the Arkansas Department of Higher Education, the following graphics (Tables 3 – 8) provide data points of all employees of UA-PTC as of November 1, 2022 by job position and minority group.

The number of minority staff decreased in total by 23% over last year; while there was a 3% increase in full-time minority staff there was an overall reduction in part-time staff positions this year due to low enrollment.

Table 3 Full-time Faculty by Minority Group	
American Indian or Alaska Native	0
Asian	4
Black or African American	16
Hispanics of any race	2
Native Hawaiian or Other Pacific Islander	0
Nonresident	0
Race and Ethnicity unknown	1
Two or more races	2

Table 5 Full-time Staff by Minority Group	
American Indian or Alaska Native	0
Asian	2
Black or African American	51
Hispanics of any race	4
Native Hawaiian or Other Pacific Islander	0
Nonresident	0
Race and Ethnicity unknown	2
Two or more races	2

Table 4 Part-time Faculty by Minority Group	
American Indian or Alaska Native	0
Asian	7
Black or African American	16
Hispanics of any race	0
Native Hawaiian or Other Pacific Islander	0
Nonresident	0
Race and Ethnicity unknown	2
Two or more races	0

Table 6 Part-time Staff by Minority Group	
American Indian or Alaska Native	0
Asian	1
Black or African American	0
Hispanics of any race	0
Native Hawaiian or Other Pacific Islander	0
Nonresident	0
Race and Ethnicity unknown	0
Two or more races	0

Table 7 Minority Employees by Position – New Hires Only	
Title	Number of Employees
Academic Advisor	1
Administrative Specialist III	2
Career Coach - Project/Program Specialist	1
Counselor	1
Director of Catering	1
Faculty	1
Human Resources Specialist	1

Instructor of Practical Nursing	1
Landscape Specialist	2
Network Administrator	1
Part-Time Faculty	3
Payroll Technician	1
Project/Program Specialist	2
PT Community Ed. Instructor	1
Public Safety Officer I	1
Purchasing Specialist	1
Recruitment Coordinator	1
SNAP E&T Coordinator	1
Software Support Analyst	1
Special Instructor - Adult Ed	1

Table 8 Minority Employees by Position Title	
Title	Number of Employees
Academic Advisor	4
Accounting Coordinator	1
Administrative Specialist II	2
Administrative Specialist III	4
Administrator Grants and Contracts	1
Admissions Counselor	1
Assistant Controller	1
Assistant Director of Veteran's Upward Bound	1
Associate Provost	1
Associate Librarian	3

Benefits Analyst	1
Career Coach	3
Career Coach - Project/Program Specialist	1
Coordinator/Learning Assistance Lab	1
Counselor	1
Day Care Teacher	1
Director of Admissions	1
Director of Catering	1
Director of Human Resources	1
Director Saline County Adult Education Provisional	1
Disability Services Counselor	1
Division Chairperson	2
Extra Help	2
Faculty	24
Fiscal Support Specialist	1
Human Resources Specialist	1
Interim Director of Career Pathways Provisional	1
Landscape Specialist	2
Network Administrator	1
Paraprofessional/GED Proctor	1
Part-Time Faculty	18
Payroll Coordinator	1
Payroll Technician	1
Program Director CAHMI-3D	1
Project Coordinator	1
Project/Program Director	1
Project/Program Manager	2
Project/Program Specialist	3
PT Community Ed. Instructor	1
Public Safety Officer I	2
Purchasing Specialist	1
Recruitment Coordinator	1
Skilled Tradesman	1
SNAP E&T Coordinator	1
Software Support Analyst	1
Special Instructor	2
Veteran's Services Coordinator	1
Visiting Instructor of Fine Arts	1

New Strategies and Activities for Minority Recruitment and Retention

UA-PTC became a partnering institution with Complete College America (CCA) and its Predominantly Black and Historically Black Community Colleges (PBCC) initiative. This project is centered on engaging institutional leadership in appropriately identifying and responding to the needs of their adult students of color. CCA uses a three-part approach to shift policy, perspective, and practice to ensure lasting change that produces more equitable outcomes for students. The focus of the program is to emphasize institutional accountability with the establishment of baseline data for individual and collective student outcomes that will allow UA-PTC to measure institutional progress toward eliminating different educational outcomes by race and age. This data collected will be used to aid UA-PTC in making decisions to build clearer and more supportive pathways to graduation for minority students.

Indicators of Effectiveness: Student learning outcome data will be collected and reviewed to determine progress toward eliminating different educational outcomes by race and age. In addition, culturally relevant strategic interventions will be developed and implemented to meet the identified needs.

Timeline: Start in Fall 2022

Status Update: UA-PTC hosted two CCA partnership meetings related to the PBCC project. The college hosted last summer and this past Spring with representatives from CCA, AS- MidSouth, and SEARK. The latter two are our partner project institutions. Our college has monthly meetings with our PBCC coach from CCA, which include homework assignments and quarterly meetings with our partner colleges via Zoom. UA-PTC is working on an academic map for our programs on campus. This new visual “map” will allow students to see a path to graduation in an easy-to-follow “map” format. This map is intended to increase retention and student success by providing students with a roadmap to reaching their academic goals

UA-PTC became a partnering institution with Complete College America (CCA) and its Policy Equity and Practice (PEP) initiative. UA-PTC’s CCA PEP committee examined retention data of first-time degree-seeking student enrollment and retention between 2019-2022. Based on that data, the committee formed the following problem statement: UA-PTC is dedicated to equitable outcomes for students. Retention data demonstrate inequities among Black/ African American students, Part-Time students, Single Parents, Pell Recipients, and Males. The committee chose to focus on the Purpose First strategies of Onboarding and Retention to address the problem statement. Initiatives taken to address the problem statement include the creation of Academic Clusters for academic advising appointments, revising emails sent by Admissions to newly enrolled students, revising the Academic Probation and Suspension policy, Career Services increase in workshops for students, a Career Interest Assessment being implemented at the beginning of New Student Orientation, additional and flexible New Student Orientation sessions, proactive advising, and the creation of the Student Assistance Coordinator to monitor the Early Alerts system and facilitate New Student Orientation.

Budget for Minority Recruitment and Retention

Comprehensive services that benefit all students regardless of race are funded as regular items in the UA-PTC budget. In the fiscal year 2023, UA- PTC budgeted over \$3 million in comprehensive student services such as admissions, counseling, advising, financial aid advising, student records, and testing services.

Comprehensive services that benefit all faculty and staff regardless of race are funded as regular items in the UA-PTC human resources and professional development budget. In the fiscal year 2023, the budgeted amount totals over \$300,000.

UNIVERSITY OF CENTRAL ARKANSAS

Minority Recruitment and Retention Report

submitted to the

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

June 30, 2023

I. BY THE NUMBERS

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

Reporting term: Fall 2022

Race	Number	Percent
Total enrollment	9,913	
American Indian	33	0.33%
Asian	209	2.11%
Black	1,508	15.21%
Hispanic	607	6.12%
Native Hawaiian/Pacific Islander	8	0.08%
Two or more races	459	4.63%

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

Reporting term: Fall 2022

Race / Position	Faculty	Archivists/Curators/Museum Techs	Librarians	Library Techs	Educational Services Occupations (Academic, Affairs, Student, Other)	Management Occupations	Business/Financial Operations Occupations	Computer/Engineering/Science Occupations	Community Service/Legal/Arts/Media	Healthcare Practitioners/Technical Operations	Service Occupations	Sales/Related Occupations	Office/Administrative Support Occupations	Natural Resources/Construction/Maintenance Occupations	Production/Transportation/Material Moving Occupations	Total number in minority group
American Indian	2	-	-	2	-	1	-	-	1	-	-	-	-	-	-	6
Asian	36	-	-	-	2	1	1	-	2	-	1	-	1	-	-	44
Native Hawaiian/Pacific Islander	3	-	-	-	-	-	-	1	2	-	-	-	-	-	-	6
Black	38	-	-	2	8	11	13	10	23	2	18	-	17	2	1	145
Hispanic	9	-	-	-	3	1	1	3	4	-	13	-	5	1	-	40
Two or more races	15	-	-	1	3	3	1	-	3	-	5	-	7	1	-	39
Minority employees in category	103	-	-	5	16	17	16	14	35	2	37	-	30	4	1	280
Total employees in category	694	-	8	21	83	112	74	82	117	14	135	-	160	66	12	1,578

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

Reporting term: Fall 2022

Race	FT Faculty
American Indian	0
Asian	32
Native Hawaiian/Pacific Islander	1
Black	28
Hispanic	7
Two or more races	12
Total minority full-time faculty	80
Total full-time faculty	529

D. Number of minority adjunct (part-time) faculty who currently work for the institution

Reporting term: Fall 2022

Race	PT Faculty
American Indian	2
Asian	4
Native Hawaiian/Pacific Islander	2
Black	10
Hispanic	2
Two or more races	3
Total minority part-time faculty	23
Total part-time faculty	165

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

Reporting term: FY 2022

Category	Count
Faculty	8
Library/Student/Academic Affairs/Other Education Services Occupations	6
Management Occupations	4
Business/Financial Operations Occupations	5
Computer/Engineering/Science Occupations	2

Category	Count
Community Service/Legal/Arts/Media	5
Healthcare Practitioners/Technical Occupations	1
Service Occupations	7
Sales/Related Occupations	0
Office & Administrative Support Occupations	5
Natural Resources, Construction, & Maintenance Occupations	0
Production, Transportation, & Material Moving Occupations	0

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

The following goals were established by the university in its current Minority Retention and Recruitment Plan.

GOAL 1 – Recruitment and Retention: We actively pursue and seek to retain a diverse student body, faculty, and staff.

- a. Increase recruitment and retention efforts to seek and retain a diversified student body.
- b. Increase recruitment and retention efforts to seek and retain a diversified staff.
- c. Increase recruitment and retention efforts to seek and retain a diversified faculty.

GOAL 2 – Support: We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.

- a. Increase support promoting innovative and responsive programmatic offerings that serve historically underserved members of the student body.
- b. Increase support promoting innovative and responsive programmatic offerings that serve historically underserved staff members in each division, college, and department.
- c. Increase support promoting innovative and responsive programmatic offerings that serve historically underserved faculty members in each division, college, and department.
- d. Increase support of diversity in the greater UCA communities.

GOAL 3 – Knowledge: We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

- a. Increase participation in learning opportunities that enhance interaction and understanding among diverse groups within the student body.
- b. Increase participation in learning opportunities that enhance interaction and understanding among diverse groups of staff.

- c. Increase participation in learning opportunities that enhance interaction and understanding among diverse groups of faculty.

Minority Enrollment (Goal 1)

Numbers in the following tables exclude non-resident aliens and students whose race/ethnicity is unknown.

Reporting terms: Fall 2017, Fall 2022

UCA Entering Freshmen (FT + PT)				
	Fall 2017		Fall 2022	
	Number	Percent	Number	Percent
Grand total	1,875		1,772	
Black	304	16.21%	348	19.64%
Other minority	268	14.29%	275	15.52%
White	1,303	69.49%	1,149	64.84%

UCA Undergraduate (FT + PT)				
	Fall 2017		Fall 2022	
	Number	Percent	Number	Percent
Grand total	8,991		7,674	
Black	1,560	17.35%	1,330	17.33%
Other minority	1,121	12.47%	1,115	14.53%
White	6,310	70.18%	5,229	68.14%

UCA Graduate (FT+PT)				
	Fall 2017		Fall 2022	
	Number	Percent	Number	Percent
Grand total	1,726		1,842	
Black	157	9.10%	178	9.66%
Other minority	128	7.42%	201	10.91%
White	1,441	83.49%	1,463	79.42%

UCA Total Enrollment				
	Fall 2017		Fall 2022	
	Number	Percent	Number	Percent
Grand total	10,717		9,516	
Black	1,717	16.02%	1,508	15.85%
Other minority	1,249	11.65%	1,316	13.83%
White	7,751	72.32%	6,692	70.32%

As indicated by changes in the proportion of minority to white enrollees from Fall 2017 to Fall 2022, the student body is generally diversifying, particularly notable in increased proportions of non-black minority students.

Graduation and Retention Rates (Goal 1)

One-Year Retention Rate

	2012 Cohort			2016 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	2130	1486	69.8%	1867	1347	72.1%
White	1382	985	71.3%	1201	893	74.4%
Black	482	322	66.8%	327	238	72.8%
Other minorities	195	127	65.1%	236	171	72.5%
All minorities	677	449	66.3%	563	409	72.6%

Graduation Rate – 150% Time

	2012 Cohort			2016 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	2130	876	41.1%	1867	935	50.1%
White	1382	629	45.5%	1201	643	53.5%
Black	482	139	28.8%	327	135	41.3%
Other minorities	195	70	35.9%	236	125	53.0%
All minorities	677	209	30.9%	563	260	46.2%

One-year retention rates for these cohorts show gains for every group, with gaps between the groups nearly closed. Graduation rates also show significant gains in each group, with gaps between Whites and other minorities nearly closed.

Minority Faculty (Goal 1)

Reporting terms: As indicated

	UCA Full-Time Faculty			
	Fall 2017		Fall 2022	
	Number	Percent	Number	Percent
Total	539		529	
White	451	83.67%	426	80.53%
Black	23	4.27%	28	5.29%
Other minorities	54	10.02%	52	9.83%
All minorities	79	14.66%	80	15.12%

As the above table shows, the full-time faculty has diversified slightly from Fall 2017 to Fall 2022 due primarily to a higher proportion of full-time Black faculty.

Minority Staff (Goal 1)

Reporting terms: As indicated

The IPEDS employment categories relevant to this goal are these:

- Management Occupations
- Business and Financial Operation Occupations
- Librarians, Curators, and Archivists
- Student and Academic Affairs and Other Educational Services Occupations
- Computer, Engineering and Science Occupations
- Community Service, Legal, Arts, and Media Occupations
- Healthcare Practitioners and Technical Occupations

	Administration/Professional Staff			
	Fall 2017		Fall 2022	
	Number	Percent	Number	Percent
Total	474		484	
White	372	78.48%	378	78.10%
Black	65	13.71%	69	14.26%
Other minorities	25	5.27%	34	7.02%
All minorities	90	18.99%	103	21.28%

Reporting terms: As indicated

IPEDS employment categories relevant to this goal are these:

Service Occupations
 Sales & Related Occupations
 Office & Administrative Support Occupations
 Natural Resources, Construction, & Maintenance Occupations
 Production, Transportation, & Material Moving Occupations

Secretarial/Clerical				
	Fall 2017		Fall 2022	
	Number	Percent	Number	Percent
Total	503		374	
White	404	80.32%	301	80.48%
Black	65	12.92%	38	10.16%
Other minorities	25	4.97%	35	9.36%
All minorities	90	17.89%	73	19.52%

As the above tables show, the staff has diversified slightly from Fall 2017 to Fall 2022, with a higher proportion of all minorities among administration and professional staff and a higher proportion of non-Black minorities among secretarial and clerical staff.

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

See on the following pages UCA's annual Diversity Report, which presents "a snapshot ... through the administrative scope of the Office of Institutional Diversity and Inclusion (IDI), the Office of Diversity and Community (ODC), and the Office of University Training (UT) [and] highlights cross-campus initiatives and collaborations that help to make a collective, positive impact on diversity, belonging, inclusion, and equity. A few events are cross listed due to partnerships."

H. Timeline, budget, and methods used to assess and monitor progress

See item G.

II: DIVERSITY REPORT: ACADEMIC YEAR 2022–2023

The University of Central Arkansas (UCA) seeks to foster an environment where everyone feels visible, valued, and validated in academic, professional, and social settings. To fulfill these aspirations, UCA employs both centralized and decentralized efforts. The Office of Institutional Diversity and Inclusion (IDI), the Office of Diversity and Community (ODC), and the Office of University Training (UT) spearhead centralized endeavors while leadership for decentralized initiatives occurs in other departments. This report supplies a snapshot from this academic year.

UCA works to honor its transcendent commitments and values as a leading institution of higher education. Thus, UCA has adopted an expanded outlook to acknowledge differences that include the tenets of diversity, belonging, inclusion, and equity (DBIE). A description of these principles follows:

DIVERSITY: UCA gives attention to representation as measured quantitatively and qualitatively.

BELONGING: It is the aim of UCA for all individuals to feel welcome across commonalities and differences.

INCLUSION: UCA aspires to include a diversity of perspectives in decision-making that impacts UCA policies, procedures, practices, and experiences.

EQUITY: The UCA community collaborates to examine data, policies, and practices to identify and address predictability of success and failure in representation, outcomes, and experiences.

This report includes the categories of UCA Commitments and Values, General Campus Initiatives, Office of Institutional Diversity and Inclusion, the Office of Diversity and Community, the Office of University Training, External Diversity Awards, and Operational Budget for Diversity.

A. UCA Commitments and Values

University of Central Arkansas Vision

The University of Central Arkansas (UCA) aspires to be a premier learner-focused public comprehensive university, a nationally recognized leader for its continuous record of excellence in undergraduate and graduate education, scholarly and creative endeavors, and engagement with local, national, and global communities.

University of Central Arkansas Mission and Core Values

UCA, a leader in 21st-century higher education, is committed to excellence through the delivery of outstanding undergraduate and graduate education that remains current and responsive to the diverse needs of those it serves. The university's faculty and staff promote the intellectual, professional, social, and personal development of its students through innovations in learning, scholarship, and creative endeavors. Students, faculty, and staff partner to create strong engagement with the local, national, and global communities.

University of Central Arkansas Diversity Statement

We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion,

spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective.

Recruitment and Retention: We actively pursue and seek to retain a diverse student body, faculty, and staff.

Support: We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.

Knowledge: We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

University of Central Arkansas Affirmative Action Statement

The University of Central Arkansas is an affirmative action/equal opportunity institution dedicated to attracting and supporting a diverse student, faculty and staff population through enhanced multicultural learning environments and opportunities. In keeping with its nondiscrimination policy in employment, admissions and other functions and programs, the university considers employees and students on the basis of individual merit and will not discriminate against a person on the basis of gender, race or color, ethnicity, religion, spiritual beliefs, national origin, age, familial status, socioeconomic background, sexual orientation, disability, political beliefs, intellectual perspective, genetic information, military status, or other factors irrelevant to participation in its programs. The Office of the General Counsel monitors this commitment.

B. General Campus Initiatives

Bear Essentials Food Pantry: Any current UCA employee or student may visit the Food Pantry for their household needs. The pantry seeks to alleviate food insecurity by providing complimentary staples such as peanut butter, jelly, pasta sauce, spaghetti, soup, fruit, macaroni and cheese, and ramen (style) noodles. Items such as canned vegetables, personal hygiene items, and other food items may also be available.

Campus Climate Survey: UCA administers a survey to gain information that helps UCA realize its aspiration of attracting and supporting a diverse student, faculty and staff community, participate in enhanced multicultural learning opportunities as well as provide support and knowledge for diversity, belonging, inclusion, and equity. The survey questions concern perception of the institution; visibility; personal attitudes and behaviors; co-curricular environment; perceptions of peers, faculty, and administrations; policies; campus accessibility; campus safety; sexual assault awareness and education; learning and classroom experiences; and overall satisfaction.

Center for Excellence in Teaching and Academic Leadership: CETAL centers professional development opportunities that engage faculty in the science of learning, the executive functioning of the brain, inclusive pedagogies, and other facilitation practices that serve a diverse student body. This academic year, CETAL facilitated a variety of book groups, reading groups, teaching discussion groups, institutes, panels, and workshops, enrolling over 143 registrants. Co-sponsorship included the Center for Global Learning and Engagement, College of Education, Office of Accessibility Resources and Services, Office of Institutional Diversity and Inclusion, and Philosophy and Religion, in addition to faculty from a variety of academic departments.

Center for Community and Economic Development: Through receipt of grant funding, CCED hosted the Arkansas Racial Equity Summit and poverty simulations. CCED collaborated with organizations, school

districts, and institutions throughout the state including areas such as Black River, Cabot, Conway, Crawford County, Fayetteville, Mountain View, Paragould, Pulaski County, and Washington County.

Center for Global Learning and Engagement: CGLE coordinates the Global Learning Institute, the Intensive English Program, the International Student and Scholars Program, the Study Abroad Program, and the UCA Center for Chinese Language and Culture. There are over 350 international students at UCA who represent 77 nations.

College Level Diversity: Each college engages in DBIE activities. Colleges maintain goals that are consistent with UCA's Diversity Strategic Plan.

Counseling Center: This center offers a wide range of mental health services, including consultations to meet the needs of UCA's vibrant community. The center also facilitates a wide variety of training and focus groups.

Curriculum Support: UCA offers a variety of courses and programs to support the unique needs of students. As an example, UCA offers the Department of Student Transitions as well as an Honors College. UCA has Residential College options for students studying arts, humanities, and social sciences, business, health professions, and STEM. Moreover, UCA offers a Center for Writing and Communication and the Office of Student Success which offers academic success workshops, first-generation services, peer coaching, supplemental instruction, transfer services, and tutoring services. Bear Life affords students the opportunity to maintain a co-curriculum transcript.

Human Library: Operational on five continents, this concept is a library of human beings, each representing a group in the community that is somehow exposed to stigma, prejudice, and/or discrimination. The Human Library aims to establish a safe, conversational space where tough questions are expected, appreciated and hopefully answered by the Human Book (volunteer from a stigmatized group) on loan.

Human Resources: UCA places position announcements on the Human Resources website. To uphold its proud tradition of teaching excellence, contributions in research, scholarship, and creative activities, UCA seeks to attract students and employees that are dedicated to building a culture of diversity, belonging, inclusion, and equity.

Lactation Suites: There are currently eight convenient, private, sanitary, and comfortable spaces located in the historic center as well as in the outlying areas of campus. Lactating individuals and families may express, collect, and/or temporarily store breast milk. There is no fee for the use of any UCA Lactation Suites.

Office of Accessibility Resources and Services: OARS serves to ensure that students and service members with disabilities receive full access to UCA classrooms, programs, and events. Their mission is to create an accessible and inclusive environment where a student's educational potential is maximized through the fostering of independence, self-advocacy, and individual holistic development.

Single Occupancy Restrooms: Situated throughout campus, these facilities serve individuals and families.

Student Affairs: This division coordinates co-curricular and leadership opportunities as well as services outside the classroom for UCA's diverse body of students. Currently, students have requested and manage approximately 200 Registered Student Organizations (RSOs) that range from academics/honors and religion to service and special interests, cultural and/or multicultural, including UCA's robust Greek community. Student Life coordinates the Outstanding Diversity Outreach by a Student Award, which is one of many Student Involvement Awards.

Student Government Association: This diverse body of elected students provides social, cultural, and educational activities for students. They advocate on behalf of all students and allocate student activity funds to meet the diverse needs of the student organizations.

UCA Core: The UCA Core is a cohesive course of study carried throughout the student's entire undergraduate experience that builds core competencies around four knowledge and skill areas: (1) critical inquiry; (2) effective communication; (3) responsible living; and (4) diversity. In UCA courses, diversity is described as the ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief systems as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

Women's Leadership Network: WLN primarily serves to elevate, empower, and embrace women from various backgrounds, in Conway and in surrounding areas, through professional development, hands-on experiences, and community service. WLN also hosts a Women's Leadership Academy, which is a six-month program to equip women for future leadership excellence.

C. Institutional Diversity and Inclusion

The Office of Institutional Diversity and Inclusion (IDI) serves to lead and coalesce campus efforts to enhance diversity, belonging, inclusion, and equity (DBIE). The office also develops and implements initiatives that foster a campus climate where all individuals feel visible, valued, and validated. Guests and audiences of IDI initiatives and events are encouraged to provide feedback to ensure that programs meet the stated objectives, help the office make necessary modifications, and offer ideas for the future. Overall, survey results offer positive feedback on IDI's initiatives and events. This academic year, IDI engaged in the following wide range of activities:

2022-2023 IDI Events and Initiatives

- Academic Bridge Connection (ABC) Center and Program
- Building DBIE Capacity: 2 sessions
- DBIE Award
 - In collaboration with the Diversity Advisory Committee
- DBIE Consultation and Presentations
- DBIE Week Fair
 - Co-sponsored by the Office of the President, Student Government Association, and Staff Senate
- DBIE Week: 7 events□
- Diversity Advisory Committee: 12 subcommittees
- Diversity, Equity, Civility Concern
- Diversity Strategic Plan and Reporting
 - In collaboration with the Diversity Advisory Committee
 - 67 units reported 239 activities, initiatives, or actions
- Employee Resource Groups: 21 sessions
- Faculty Mentoring: 8 sessions
- Ice Cream Social
- Institutional Diversity and Inclusion Grant Program
 - In collaboration with the Diversity Advisory Committee
 - 8 grants
- Native American History Event

Community Outreach

Amigo Fest: Roughly 250 individuals from Central Arkansas were on the UCA campus for this event that showcases and celebrates the Latino community.

Arkansas Black Hall of Fame: UCA supports this annual event that celebrates native African American Arkansans who have reached the pinnacle of their respective professions.

League of United Latin American Citizens: UCA supports LULAC's annual gala. Several UCA Latino students receive scholarships at this event; parents and UCA staff are present to celebrate students at the gala.

D. Office of Diversity and Community

In response to historical university data, ODC exists to provide multiple support services to enhance the academic success of students from historically underrepresented minority communities. Its mission is to promote student success through retention-focused programs such as mentoring, leadership development, and life-skills enrichment. ODC serves to *educate, engage, and empower*. ODC invites student feedback for their Signature Programs to ensure that ODC is meeting the needs of the students.

Key initiatives include the Black/Brown Male Achievement Challenge (B-MAC), Latino/Hispanic Outreach Initiative, Minority Mentorship Program (MMP), Project X: Early Arrival Program, and Women of Excellence (WOE).

In addition to the information shown below for each key initiative, you will find an additional list of program activities for the office, honors received by ODC professional staff members and speaking engagements facilitated by those staff members. As an office, our goals are to not only serve UCA's underrepresented minority communities but to have an impact the overall success of the campus and surrounding communities.

Black/Brown Male Achievement Challenge

BMAC is open to all and provides targeted intervention, critical socialization, bridge services, and enriching educational experiences for historically marginalized men of color. At UCA, men of color have, historically, graduated at a rate lower than any other student community, demographically. During the 2022/2023 academic year, students experienced programs that focused on student success, inside and outside the classroom, and served as diversity ambassadors for the department. Participants rated the Signature Program that focused on networking with career professionals, brotherhood bonding, and male grooming as a positive experience with ratings of 4.76 out of 5 (1 = Poor to 5 = Excellent). The variety of social, cultural, and educational events in which the young men actively participated are listed below:

2022-2023 B-MAC Activities & Honors

- Amigo Fest Volunteers
- Barbershop Talk Series
- Black History Month Jeopardy Game Night
- Book Scholarship Giveaway
- Bridging the Gap participation
- College Day '22 participation
- Conway Area Chamber of Commerce Annual Meeting volunteers
- Conway Daze RSO Fair Tabling participation
- Election Day Sign Waver volunteers

- Gentlemen's Brunch
- GQ Thursday
- Homecoming Block Party Attendees
- "Who's Got Game?" 7 on 7 flag football tournament
- MLK Silent March participation
- RSO Presidents' Dinner & Conversation with President Davis
- Sneaker Ball Hosts
- Student Involvement Awards honorees
- Trivia Night
- UCA Day of Giving Video participation
- UCA Purple Society honorees

Latino/Hispanic Outreach Initiative

Based on historical UCA data, Latino students are another historically underrepresented group. Therefore, this outreach primarily focuses on assisting the Latino Student Association (LSA) and the Beta Kappa Chapter of Hermandad de Sigma Iota Alpha, Inc. (SIA). As part of ODC, the initiative includes service for various departmental events; events with Career Services; leadership for the Diversity Advisory Committee's Immigrant Experience Sub-Committee; collaborative programming efforts with the UCA Center for Global Learning and Engagement; and engagement with the community through Paloma Community Services. LSA participants enjoyed and appreciated the Spring 2023 Signature Program that focused on cultural bonding and de-stressing as evidenced by ratings of 4.46 out of 5 (1 = Poor to 5 = Excellent). UCA's Latino student community had opportunities to lead and actively participate in a variety of social, cultural, and educational events. Please see the related list of events below:

2022-2023 LSA Activities & Honors

- Amigo Fest Volunteers
- Arte Pa' Relajarte: Tote Bag Painting Program
- Cafecito y Chisme Program
- Carne Asada
- Collaborated with SIA and ODC to host *Wakanda Forever* Movie Night
- Conway Area Chamber of Commerce Annual Meeting Volunteers
- Conway Collegiate Leadership Institute participation
- Conway Daze participation
- Culture Sticker Boards
- Diversity, Belonging, Inclusion & Equity Fair participation
- Día de los Muertos Ofrenda Contest host
- Election Day Sign Waver volunteers
- Financial Literacy Workshop participation
- Fitness Day at the HPER Program
- Gary and Diana Roberts DACA Scholarships
- Gentlemen's Brunch participation
- Global Expo participation
- Hispanic Heritage Festival volunteers
- Homie Hangout Program
- Ice Cream Social participation
- Latin American Music Fest, co-hosted with SIA

- Latino Graduation Celebration
- Life's a Mess, Come Destress: Mental Health Awareness Program
- LSA Book Scholarship Giveaway
- LULAC Scholarship Gala
- MLK Silent March participation
- Monthly Social Media Posts to announce member birthdays
- Move-In Day volunteers
- Paloma Community Services Scholarship Gala
- Pie an Exec Fundraiser
- RSO Fair participation
- RSO Presidents' Dinner & Conversation with President Davis
- Salsa Dance Night for International Education Week in collaboration with Iota Pi Chapter of Phi Beta Sigma Fraternity, Inc.
- Spanish Campus Tour volunteers
- Strike a Piñata
- Student Involvement Awards recipients
- Student Involvement Awards' RSO of the Year nominee
- UCA Day of Giving Video participation
- Winter Break Getaway

Minority Mentorship Program

MMP is open to all students and puts forth efforts to increase first-year retention rates of historically underrepresented students by fostering a culture that supports the holistic development of both mentee (incoming) and mentor (upper classification) students. This program provides connections to academic resources as well as introductions to other students, faculty, and staff. The program also engages students in social and service learning/volunteer opportunities outside of the classroom. These offerings educate students on successful campus living and cultivate a sense of belonging, a necessary element of retention. During the 2022/2023 academic year, participants enjoyed and appreciated the Fall 2022 Signature Program which focused on helping first-year students transition to the UCA campus and finding community within campus organizations as evidenced by ratings of 4.04 out of 5 (1 = Poor to 5 = Excellent). Mentees and mentors actively participated in a variety of social, cultural, and educational events as listed below:

2022-2023 MMP Activities & Honors

- Amigo Fest Volunteers
- Battle of the Sexes (A House Divided Cannot Stand) Program
- Bear Fair participation
- Before I Graduate Vision Board Program
- Bridging the Gap participation
- College Day '22 participation
- Conway Area Chamber of Commerce Annual Meeting volunteers
- Conway Collegiate Leadership Institute participation
- Conway Daze RSO Fair Tabling participation
- Election Day Sign Waver volunteers
- Executive Board Spring Training
- Fall Mentor Training
- Financial Literacy Workshop

- Homecoming Block Party participation
- Jars of Thanks Program
- Mental Health Awareness Program
- MLK Silent March participation
- MMP Executive Board and Mentor Recruitment
- Monthly Executive and Mentor Meetings
- New Mentor Spring Roundup
- RSO Presidents' Dinner & Conversation with President Davis
- Transitions Week
 - Mentor Mayhem and Cookout (Mentee-Mentor Pairing)
 - Family Feud Game Night (Faculty/Staff - Student Meetings)
 - Greek Expo
 - Silent Headphone Party
 - Thursday Night Tykes (tailgate for first home football game)
- UCA Day of Giving Video participation
- UCA Purple Society honorees

Project X: Early Arrival Program

This program is open to all students and aims to impact student success through transition to college activities, building community, increasing sense of belonging, and strategically make students aware of academic resources in addition to optimal academic behaviors that enhance success in college. Project X includes academic success workshops, faculty and staff presentations, leadership development, peer mentoring and bonding, program materials, a student services luncheon, and team building. Project X participants, overwhelmingly, rated the Early Arrival Program as a positive experience with ratings of 4.92 out of 5 (1 = Poor to 5 = Excellent) during fall 2022. The young men participated in a variety of social, cultural, and educational events during the academic year. During the 2022/2023 academic year, Project X men participated in the events below:

2022-2023 Project X Activities

- Academic Workshops
- Ambassador Training
- Brotherhood Bonding and Team Building
- Campus Resources Scavenger Hunt
- College Day '22 participation
- Community Service – Remodeling UCA's Atrium Garden
- MLK Silent March participation
- RSO Fair participation
- Social Media Campaign featuring Instagram Live Conversations with X-Men Alumni
- UCA Ropes Course

Women of Excellence

Women of Excellence (WOE) is open to all to offer enriching experiences such as conversations and activities that address self-esteem and academics as well as leadership, social, and personal development. The ultimate goal of WOE is to help reduce the overall gap between African American female and other female achievement, retention, and graduation rates. During the 2022/2023 academic year, students experienced programs that focused on awareness, appearance, personal safety, goal setting, and esteem.

Participants rated the Signature Program that focused on goal setting for the year as a positive experience with ratings of 4.25 out of 5 (1 = Poor to 5 = Excellent) during Spring 2023. In addition to this program, the women had opportunities to actively participate in a variety of social, cultural, and educational events as follows:

2022-2023 Women of Excellence Activities & Honors

- Amigo Fest Volunteers
- An Evening of Yoga with Instructor Tamier
- Bridging the Gap participation
- College Day '22 participation
- Conway Area Chamber of Commerce Annual Meeting volunteers
- Conway Collegiate Leadership Institute participation
- Conway Daze Back to School Tabling participation
- Galentine's Day Goodie Bag Handout
- Election Day Sign Waver volunteers
- Let's Plan It: Academic Goal Setting Program with Nadia Eslinger
- MLK Silent March participation
- Miss Essence Scholarship Pageant contestants
- Miss UCA Pageant Candidate and Event volunteers
- Miss UCA 2023 Titleholder
- Monthly Executive Board Meetings
- Networking with a Pro: The Fix Edition participation
- RSO Presidents' Dinner & Conversation with President Davis
- Self- Defense Program with UCAPD
- Student Involvement Awards nominee
- The Block is Hot: Homecoming Week Kick Off Participants
- UCA Day of Giving Video participation
- UCA Purple Society Honorees
- Vision Board Party '23
- Welcome to Wakanda Movie Night participation
- Women's Tea and Philanthropy Event for Children's Advocacy Alliance

2022-2023 Office of Diversity and Community Activities & Honors

- Amigo Fest Coordinators
- Advisory Duties for BMAC, Ebony Models, Dancers United, LSA, MMP, Project X: Early Arrival Program, Students for the Propagation of Black Culture (SPBC), and WOE
- Arkansas Council for Women in Higher Education Executive Board Officers
- Bridging the Gap 8 Collaboration with the Center for Global Learning and Engagement
- Bunny and Carol Adcock UCA Scholarship Coordinator
- University Committee Work
- Conway Area Chamber of Commerce Volunteer Coordinators
- Conway Area Leadership Institute Class of 2023 Candidate
- Diversity, Belonging, Equity, and Inclusion Award Nominee
- Diversity Presentation for Student Groups – UCA Admissions Ambassadors, Bears Serve and Center for Global Learning and Education

- Diversity Presentation for the Little Rock Air Force Base
- Employee of the Quarter Winner
- Employee Search Committees - Admissions and Student Life
- Financial Literacy Program Hosts
- Greek Goddess Pageant Judge
- Homecoming Greek Show Co-Sponsor and Coordinator
- University Homecoming Committee
- Honors' College "Pizza, Pie, and Powerful Women Panelist
- LGBTQ+ Pride Walk Sponsor
- LGBTQ+ Lavender Graduation Celebration Sponsor
- Hispanic/Latino Graduation Banquet Sponsor
- Minority Freshman Academic Achiever Banquet Sponsor
- Minority Graduation Banquet Sponsor (Fall and Spring)
- Minority Mentorship Transitions' Week Co-Sponsor
- Miss Essence Scholarship Pageant Co-Sponsor, Coordinator, Emcee, and Tabulator
- MLK Prayer Breakfast Committee Chair
- Networking with a Pro Series Sponsor - The Fix Edition
- Paloma Community Services Committee Member
- Philanthropic Donation to the Children's Advocacy Alliance
- Sneaker Ball volunteers
- Spanish Interpretation Services
- Spring Orientation Tabling participation
- Staff Senate Membership and Officer
- Summer Orientation, Advising, & Registration (SOAR) Tabling host
- UCA Day of Giving Featured Fund
- *Wakanda Forever* Movie Night Co-sponsor with LSA and SIA
- Women's Leadership Network Board Member
- Women's Spring Tea Co-Sponsor with Women of Excellence

E. THE OFFICE OF UNIVERSITY TRAINING

The Office of University Training (UT) supports the University by providing educational seminars for faculty, staff, students, and the community. Offered throughout the year, educational seminars cover topics such as Diversity, Workplace Harassment, Service Excellence, Supervisory Skills, and Professional Development. UT also invites each audience to provide feedback to ensure that the seminar aligned with seminar objectives, participant needs, and the high standards of UT. Overall, survey results offer positive feedback on the events.

The Office of University Training objectives include:

1. To deliver educational seminars that are applicable to the campus environment and its diverse populations.
2. To allow for avenues of communication and participation among the participants.
3. To deliver seminars of the highest standards with the goal of increasing the participant's knowledge and understanding of that subject matter
4. To help the campus develop, motivate, and keep an excellent and inclusive workforce.

Vision: To contribute to and have a positive impact on the professional growth of UCA employees by providing educational seminars which are relevant to the campus culture and of top quality.

Mission: This Office is committed to assisting the University in realizing its full potential by providing quality-learning opportunities that *educate, equip, and encourage* UCA employees as they develop professionally and personally.

Core Values: Community, Service, Learning, Quality

It is the policy of UCA that all employees (faculty and staff) plus graduate assistants, and student workers attend diversity enrichment/training each year. Since 2004, topics have included ethnicity, spirituality, race, class, sexual orientation, age, disabilities, gender, privilege, and the military in an educational setting. UT helps students, faculty, and staff to navigate within an inclusive community.

On-Site Diversity Seminars

These seminars educate employees on an important topic related to diversity. The 2022/2023 topic was ***Depolarizing the Conversation: Engaging in Challenging Dialogues***. Content included personal reflection exercises as well as several group activities. Topics ranged from privilege, cultural identities/filters, and difficult conversations. Listed below are the Diversity seminars presented on campus and in the community:

Other 2022-2023 Diversity Seminars

- Bear in Mind Sessions
 - *Unpacking DBIE: 2 Sessions*
 - *Veterans, Military*
 - *Bear Essential Food Pantry – Poverty*
 - *Post COVID Gen Z*
- Campus-Wide: Dialogue - Depolarizing the Conversation: 7 Sessions
- Braver Angels: 2 Sessions
- SOS Team Leaders/Directors/Staff
- LGBTQ+ Safe Zone: 4 Sessions
- Alpha Sigma Alpha Sorority
- Beta Alpha Psi – Business
- PT Students & Faculty
- IDEAL Leadership
- Women in Leadership
- Community Development Institute
- College Business Class

Online Diversity Sessions

In 2009, UCA began offering online education seminars for employees. Among the online course offerings provided by Vector Solutions Inc. was *Implicit Bias and Micro-Aggression Awareness*. In total, 77.90% of student workers, 93.15% of staff, and 88.46% of faculty completed Diversity professional development online.

F. External Diversity Awards

UCA is honored with national and state recognition for its accomplishments in the work of diversity, belonging, inclusion, and equity. Current external awards are as follows:

- 2022-2023: UCA earned the Military Friendly® School designation. Military Friendly® is owned and operated by Victory, a service-disabled, veteran-owned small business.
- 2022: *INSIGHT Into Diversity* awarded UCA the 2022 Jesse L. Moore Supplier Diversity Award, a national recognition honoring colleges and universities that take proactive steps to support and engage with minority-owned businesses through supplier diversity offices, unique programs and leading initiatives.
- 2022: The League of United Latin American Citizens (LULAC) Council 750 Little Rock, Arkansas selected UCA as a *Latino Destination Campus*. Over the years, UCA has received several awards from LULAC.

G. Budget

DBIE efforts occur throughout the campus. The following table shows funding for centralized efforts (IDI, ODC, and UT) plus decentralized funding for reported DBIE efforts as reported through the Diversity Strategic Plan.

Centralized DBIE Efforts / Initiatives	\$74,500
Reported Decentralized DBIE Efforts / Initiatives	\$1,031,000
Total	\$1,105,500