UNIVERSITY OF CENTRAL ARKANSAS

Minority Recruitment and Retention Report

submitted to the

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

July 5, 2018

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

Reporting term: Fall 2017

Race	Number	Percent
Total enrollment	11,350	
American Indian	53	0.5%
Asian	219	1.9%
Black	1,716	15.1%
Hispanic	560	4.9%
Native Hawaiian/Pacific Islander	7	0.1%
Two or more races	410	3.6%

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

Reporting term: Fall 2017

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	3	0	0	2	0	1	0	0	0	0	0	0	0	1	0	7
Asian	35	0	0	0	5	2	0	0	0	0	0	0	0	0	0	42
Native Hawaiian/Pacific Islander	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	3
Black	30	0	0	4	10	12	5	6	24	2	33	0	19	4	3	152
Hispanic	14	0	0	0	1	4	2	1	5	0	9	0	5	2	1	44
Two or more races	8	0	0	0	2	0	0	2	1	0	2	0	4	3	0	22
Minority employees in category	91	0	0	6	18	19	7	9	31	2	44	0	28	11	4	270
Total employees in category	726	1	11	24	74	126	45	60	106	10	153	0	169	86	16	

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

Reporting term: Fall 2017

Race	FT Faculty
American Indian	2
Asian	31
Native Hawaiian/Pacific Islander	1
Black	23
Hispanic	12
Two or more races	8
Total minority full-time faculty	77
Total full-time faculty	539

4. Number of minority adjunct (part-time) faculty who currently work for the institution

Reporting term: Fall 2017

Race	PT Faculty
American Indian	1
Asian	4
Native Hawaiian/Pacific Islander	0
Black	7
Hispanic	2
Two or more races	0
Total minority part-time faculty	14
Total part-time faculty	187

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

Reporting term: FY 17-18

Category	Count
Faculty	8
Library/Student/Academic Affairs/Other Education Services Occupations	3
Management Occupations	2
Business/Financial Operations Occupations	2
Computer/Engineering/Science Occupations	0
Community Service/Legal/Arts/Media	5

Category	Count
Healthcare Practitioners/Technical Occupations	0
Service Occupations	10
Sales/Related Occupations	0
Office & Administrative Support Occupations	7
Natural Resources, Construction, & Maintenance Occupations	1
Production, Transportation, & Material Moving Occupations	0

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

The following goals were established by the university in its Minority Retention and Recruitment Plan. The goals are grouped by categories – students, faculty and staff. These goals have been, practically, superseded by the programming and planning established by the university's Office of Institutional Diversity and the Diversity Advisory Committee.

a. Students

GOAL 1: Continue to recruit and retain the number (and corresponding percentage) of minority entering freshmen UCA students each year so that the proportion of UCA's minority-to-white entering freshmen will be consistent with the minority-to-white proportion of high school graduates entering [Arkansas] four-year public institutions, with the exception of UAPB.

GOAL 2: Increase the number (and corresponding percentage) of minority undergraduate UCA students each year, so that the proportion of minority-to-white UCA undergraduate students will be consistent with the minority-to-white proportion of students in [Arkansas] four year public institutions, with the exception of UAPB.

GOAL 3: To increase the retention and graduation rates for minority undergraduate UCA students each year so that the minority retention and graduation rates for minority undergraduate students will be approximately equal to the retention and graduation rates for white undergraduate UCA students.

GOAL 4: To maintain the number (and corresponding percentage) of minority UCA graduate students each year so that the proportion of UCA's minority-to-white graduate students will be approximately equal to the minority-to-white proportion of graduate students attending [Arkansas] four-year public institutions.

> Note: The comparative information required to report fully on these goals is not available from published ADHE reports. The university will revisit these goals and the information required to show progress on them as it reviews its diversity objectives and support structures in the immediate future (see item 7 below).

Minority Enrollment (Goals 1, 2, and 4)

Numbers in the following tables exclude non-resident aliens and students whose race/ethnicity is unknown.

Reporting terms: Fall 2013, Fall 2017

UCA First-Time Undergraduates (FT+PT)				
	2013		2017	
	Number	Percent	Number	Percent
Grand total	2,202		1,937	
Black	480	21.8%	304	15.7%
Other minority	233	10.6%	268	13.8%
White	1,404	63.8%	1,303	67.3%

UCA Undergraduate (FT+PT) [includes HS concurrents]				
	2013		2017	
	Number	Percent	Number	Percent
Grand total	9,754		9,542	
Black	1,754	18%	1,560	16.3%
Other minority	804	8.2%	1,121	11.7%
White	6,472	66.4%	6,310	66.1%

UCA Graduate (FT+PT)				
	2013		2017	
	Number	Percent	Number	Percent
Grand total	1,780		1,808	
Black	188	10.6%	157	8.7%
Other minority	90	5.1%	128	7.1%
White	1,420	79.8%	1,441	79.7%

UCA Total Enrollment				
	2013		2017	
	Number	Percent	Number	Percent
Grand total	11,534		11,350	
Black	1,942	16.8%	1,717	15.1%
Other minority	894	7.8%	1,249	11%
White	7,892	68.4%	7,751	68.3%

Arkansas Public 4-Year Universities (excluding UCA and UAPB) Total Enrollment				
	Fall 2013		Fall 2017	
	Number	Percent	Number	Percent
Grand total	83,556		86,081	
Black	10,229	12.2%	9,790	11.4%
Other minority	9,367	11.2%	11,147	12.9%
White	60,083	71.9%	60,295	70%

As indicated by slight changes in the proportion of minority to white enrollees from 2013 to 2017 and by the proportion of black minority to other minority enrollees during the same period, the white and minority proportions have remained fairly stable, with some changes between black minority and other minority proportions of the student population. UCA's overall minority enrollments are somewhat higher than minority enrollment at other public four-year universities (excluding UAPB) in the state. Without comparative information readily available, it is difficult to make statements about UCA's graduate minority enrollment.

Graduation and Retention Rates (Goal 3)

One-Year Retention Rate						
	2007 **Cohort**			2011 **Cohort**		
	Cohort	**Number**	**Percent**	**Cohort**	**Number**	**Percent**
Total Cohort	1,763	1,279	72.5%	1,940	1,361	70.2%
White	1,247	925	74.2%	1,274	909	71.4%
Black	323	229	70.9%	363	235	64.7%
Other minorities	93	59	63.4%	190	132	69.5%
All minorities	416	288	69.2%	553	367	66.4%

Graduation Rate – 150% Time						
	2007 **Cohort**			2011 **Cohort**		
	Cohort	**Number**	**Percent**	**Cohort**	**Number**	**Percent**
Total Cohort	1,763	741	42.0%	1,940	800	41.2%
White	1,247	578	46.4%	1,247	574	46.0%
Black	323	79	24.5%	363	97	26.7%
Other minorities	93	33	35.5%	190	75	39.5%
All minorities	416	112	26.9%	553	172	31.1%

One-year retention rates for these cohorts show some decrease in retention of black students and slight gains in retention of other minority students. Graduation rates show gains.

b. Faculty

GOAL 5: To maintain the number (and corresponding percentage) of minority full-time faculty members of all ranks at UCA and to increase the numbers to the percentage of each race to approximately the percentage of degrees conferred by race nationally and master's degrees statewide.

Reporting terms: As indicated

As the following tables show, UCA numbers/percentages of minority faculty have not changed greatly in the years reported. (Note: Because of difficulty accessing recent national completer data, this year's report is not including that data or comparative comments based on such data.)

	UCA Full-Time Faculty			
	2013		2017	
	Number	Percent	Number	Percent
Total	533		539	
White	452	84.8%	451	83.7%
Black	24	4.5%	23	4.3%
Other minorities	35	6.6%	42	7.8%
All minorities	59	11.1%	65	12.1%

	Completers, Nationally		Master's Completers, AR	
	2013–2014		2013–2014	
	Number	Percent	Number	Percent
Total	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Black	N/A	N/A	N/A	N/A
Other minorities	N/A	N/A	N/A	N/A
All minorities	N/A	N/A	N/A	N/A

c. Staff

GOAL 6 [Executive Administrative and Professional Non-Faculty]: To maintain the number (and corresponding percentage) of minority executive administration and professional non-faculty at UCA so that the proportion of minority professionals will equal the proportion of minority individuals with the credentials required for such positions in the relevant labor market.

Reporting terms: As indicated

The IPEDS employment categories relevant to this goal are these:

Management Occupations
Business and Financial Operation Occupations

Librarians, Curators, and Archivists
Student and Academic Affairs and Other Educational Services Occupations
Computer, Engineering and Science Occupations
Community Service, Legal, Arts, and Media Occupations
Healthcare Practitioners and Technical Occupations

Administration/Professional Staff				
	2013		2017	
	Number	**Percent**	**Number**	**Percent**
Total	432		545	
White	338	78.2%	401	73.6%
Black	57	13.2%	69	12.7%
Other minorities	11	2.5%	40	7.3%
All minorities	68	15.7%	109	20%

As an imperfect point of comparison, the US Census American Community Survey 2011–2016 provides the following information for Management, Business, Science, and Arts occupations in Faulkner and Pulaski counties:

	Faulkner County			Pulaski County	
	Number	Percent		Number	Percent
Total in category	19,892			73,514	
White	16,952	85.2%		50,400	68.6%
Black	1,757	8.8%		17,394	23.7%
Other minority	1,047	5.3%		5,360	7.3%
All minority	2,804	14.1%		22,754	31%

Source: United States Census Bureau. Query in American Factfinder (http://factfinder2.census.gov/), pulled 6/21/2018.

GOAL 7 [Support Staff]: To maintain the number (and corresponding percentage) of minority support staff at UCA to the percentages listed below, so that the proportion of minority support staff will approximate the proportion of minority individuals in each specific job category (as defined in the EEO-6 Report) in the relevant labor market area.

Reporting terms: as indicated

IPEDS employment categories relevant to this goal are these:

Service Occupations
Sales & Related Occupations
Office & Administrative Support Occupations
Natural Resources, Construction, & Maintenance Occupations
Production, Transportation, & Material Moving Occupations

Secretarial/Clerical				
	2013		2017	
	Number	**Percent**	**Number**	**Percent**
Total	499		503	
White	401	80.4%	404	80.3%
Black	70	14%	65	12.9%
Other minorities	25	5%	30	6%
All minorities	95	19%	95	18.9%

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

See attached as an addendum (p. 10 ff.) the annual report of the Office of Institutional Diversity and related areas: Diversity and Training Initiatives.

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

See attached as an addendum (p. 10 ff.) the annual report of the Office of Institutional Diversity and related areas: Diversity and Training Initiatives.

UNIVERSITY OF CENTRAL ARKANSAS

DIVERSITY AND TRAINING INITIATIVES

ACADEMIC YEAR 2017/2018

The University of Central Arkansas (UCA) employs campus-wide partnerships to honor its dedication to academic vitality, integrity and diversity. Several units aspire to institutionalize diversity and inclusion to include the Office of Institutional Diversity (ID), which serves to foster a diverse and inclusive campus climate where all individuals feel *visible, valued, and validated*; the Office of Diversity and Community (ODC) seeks to *educate, engage, and empower* historically underrepresented minority students; the Office of University Training (UT), *educates, equips, and encourages* students, faculty, and staff; the Academic Liaison *listens, engages, adapts, and promotes* diversity and inclusion among faculty; the Diversity Assessment Office helps all of the aforementioned offices to *evaluate, measure, and improve* their services to the campus and beyond. In addition, all members of the IDI/ODC/UT leadership team serve on campus-wide committees to support diversity and inclusion efforts. This report, therefore, documents the activities of these functional units as well as other campus wide efforts which will be reported first. Some activities may be cross-listed due to effort or budgetary investments.

CAMPUS DEPARTMENTS AND PROGRAMS

College-Level Diversity: Each College has a diversity plan and a diversity committee. Colleges maintain goals that are consistent with UCA's Diversity Strategic Plan. They prepare students to become citizens within a global community as well as professionals and reflective practitioners who have an in-depth understanding of the unique differences of their clients, patients, students, and other constituencies. Students are taught to appreciate that diversity creates a distinct advantage in the workplace and can give organizations a competitive edge in driving product change, entering new markets, and discovering underserved market niches.

Curriculum- UCA offers courses and/or programs that help students understand and interact with individuals from various cultures and religions. Sample courses include African and American Studies, American Indian Literature and Cultures, Asian Studies, Gender Studies, History of Groups in America, International Studies, Latin American Studies, and Religious Studies. UCA also offers a residential college – EDGE – Educating for Diversity and Global Engagement which is a living/learning community for students and faculty with a shared interest in liberal arts, global education, and civic engagement. A variety of programs offer undergraduate and graduate level diversity courses. For instance each year, the AVP for Institutional Diversity teaches a graduate level course titled *Leadership for Social Justice* in the Leadership Studies Department that prepares K-12 teachers to become inclusive school leaders and to lead inclusive teams in the diverse school communities they serve.

Sanctioned by UCA's Board of Trustees, the Diversity Advisory Committee (DAC) is comprised of faculty from each academic College, staff from each division, and representatives from the Student Government Association, the Faculty Senate, and the Staff Senate. DAC also has representation from alumni, the Board of Trustees, and the community. The charge of this committee is to make recommendations and to promote inclusive excellence that aligns with the

University's core value of diversity. DAC committee members and other campus experts participated in the following subcommittees:

- The Data Assessment subcommittee administered the second year of the Campus Climate Survey, and drafted and executed the implemented Diversity Strategic Plan.
- The Diversity and Inclusive Excellence Award subcommittee selected award recipients.
- The Funding Subcommittee pursued additional support for diversity efforts.
- The Gender Identity Technology and Forms subcommittee explored opportunities for gender identification in UCA's technology systems and on UCA forms.
- The Institutional Diversity Grant Program subcommittee selected applications for funding diversity initiatives.
- The Black Men's Experience at UCA subcommittee continued to examine and review relevant data and it worked to identify interventions to support optimal outcomes for this community of students.
- The Diversity Key Performance Indicator subcommittee worked to identify key performance indicators for diversity to have a standard measure of how UCA is performing in the goals within the Diversity Strategic Plan.
- The Immigrant Experience at UCA subcommittee examined the impact of the UCA climate and non-legislative policies on immigrant students, faculty, and staff.
- The Political and Religious Acceptance at UCA subcommittee reviewed campus climate survey concerns that highlighted political and religious discrimination and intolerance to plan future professional development and training related to acceptance and pluralism.

Last year was the pilot year for the Diversity Strategic Plan (DSP). In collaboration with the Diversity Advisory Committee and the Office of Assessment, the DSP subcommittee aligned the formatting of the DSP with the University's overall strategic plan. In addition, the revised DSP puts forth universal, campus diversity goals with actions and example actions that represent academic and non-academic units. What is more, departments can now report their DSPs in the University's Planning and Assessment Web-based System (PAWS) for consistency with other program/department reporting. To make the campus aware of the aforementioned, we hosted two communication campaigns to share the modifications to the DSP and to provide the expectations and the schedule. The updated DSP has three goals: Goal 1is *Recruitment and Retention*; Goal 2 is *Support*; and Goal 3 is *Knowledge*. Of the goals represented, Goal 3 was most heavily represented. The most growth is needed for Goal 1. Overall data for the last reporting year indicate 153 diversity activities from across the institution as compared to only a few reports, during the pilot year. In particular, 43 different unites reported initiatives, actions, or programs that directly orient with the UCA's core value of diversity. We are in the process of reviewing the raw data to determine future developments.

International Engagement Office (IE) - UCA assembles international students from several nations. IE has well-structured systems and programs that include the 24th Confucius Institute established in United States, Global Partnerships including the Global Education Project, Immersion Programs, the International Student and Scholars Program, the Intensive English Program, and the Study Abroad Program. IE ensures students become acclimated to their new resident nation and UCA and hosts educational and social programming throughout the academic

year to connect students to the IE Office as well as to other domestic and international students. UCA's international students are also the recipients of academic scholarships, participate in local volunteerism, are engaged in recognized student organizations, and are among Presidential Leadership Fellows.

Student Services- UCA provides a host of opportunities for students to interact and understand diverse groups as well as occasions for students to cultivate enriched learning opportunities in a global community. The university offers approximately 200 Registered Student Organizations (RS0s). The RSOs vary from academics/honors and religious to service and special interests. Quite a few are cultural and/or multicultural. A sampling of diverse student groups includes Students for the Propagation of Black Culture, REAL BEAUTY (community mentoring), and Griot. Included in UCA's robust Greek community are seven traditional African American fraternities and sororities as well as a Latino fraternity and sorority. The Student Government Association, which represents each student classification, also provides social, cultural, and educational activities for students, advocates on behalf of all students, and allocates student activity funds to meet the diverse needs of the student organizations.

UCA Core: The goal of this program is to develop curious, knowledgeable, articulate, and responsible people who are prepared for life as engaged citizens in their communities. 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.

INSTITUTIONAL DIVERSITY

The Office of Institutional Diversity engaged in the following activities for this academic year.

ADMINISTRATORS/FACULTY/STAFF/STUDENTS

The Institutional Diversity Grant Program offers mini grants to faculty, staff, administrators, departments, colleges, divisions, and UCA Registered Student Organizations to enhance the recruitment and retention of diverse students, faculty, and staff. This year five grants were submitted and funded to support diverse faculty/staff conference travel, the purchase of diversity programming materials, and professional development training. The totals for the five diversity grant awards are included below.

Event	Sponsor	Budget
Departmental/College Grants	ID	$500.00
Faculty/Staff Grants	ID	$1,442.00
Total		**$1,942.00**

The Diversity and Inclusive Excellence Award recognizes individuals whose commitment to diversity and inclusive excellence on- and/or off- campus has made a significant impact on various ethnic groups and diverse communities in a positive way and have improved conditions at UCA and within the community that have enhanced society. This year marks the third year for the Diversity and Inclusive Excellence Award and was the first time two faculty were recognized as co-recipients of the award, for their contributions to diversity and inclusive excellence that include diversity training, multicultural educational experiences for teacher candidates, and mentoring marginalized and underrepresented students, inside and outside of the classroom.

This year was the second year for the Outstanding Diversity Outreach by a Student Award. The award recognizes an individual whose commitment to diversity and inclusive excellence on campus and/or off campus has made a significant impact on various underserved groups in a positive way. Additionally, this award recognizes an individual that has improved conditions at UCA and within the community that have enhanced society. The recipient of this year's award was also recognized by President Davis, who personally wrote a letter of recommendation when the recipient was selected as the 2018 Newman Civic Fellow for the University. In addition, this year's recipient co-founded a scholarship to assist minority graduates from her high school alma mater.

Both the Diversity and Inclusive Excellence award and the Outstanding Diversity Outreach by a Student award are designed to assist in the recruitment and retention of diverse students, faculty, and staff.

Event	Sponsor	Budget
Faculty/Staff Awards	ID / ID Foundation	$2,696
Outstanding Diversity Outreach by a Student	ID	No additional costs

Total		**$2,696.00**

ADMINISTRATORS/FACULTY/STAFF

ID partnered with various departments to host both the Leadership Lens Series and the Conversations about Diversity Series that offer professional development in targeted areas of diversity and inclusion. The following tables provide additional information:

Leadership Lens Series

Event	Sponsor	Budget
Navigating Diversity in Search Committees	ID/HR/General Counsel	$36.00

Conversations about Diversity

Event	Sponsor	Budget
How to Implement Campus Climate Survey Results	ID/UT	$323.00
Diversity Strategic Plan Communications Campaign	ID/DAC	$40.00
Candid Conversations about Diversity: Similarities and Differences	ID/UT	$400.00
Civility Circles	ID/UT	$80.00
Total		**$843.00**

GENERAL FACULTY

Next academic year, the UCA Core competency area of diversity will be assessed. As part of the informational sessions to faculty who teach UCA Core diversity courses, the Offices of Institutional Diversity and University Training facilitated sessions in the fall and in the spring on *Diversity and Inclusion in the Classroom* as well as *Assignment Design*.

ID collaborates with the Center for Teaching Excellence to host faculty professional development by way of a Lunch and Learn Series. These voluntary sessions assist with the retention of diverse students as they offer strategies for faculty to become increasingly conversant with diverse students and to engage in more effective interactions and instructional methods in the classroom. This academic year included the following sessions:

Event	Sponsor	Budget
More effectively teaching diverse students with CARE: Communication, Attention, Reflection, and Empathy	Center for Teaching Excellence/ID	$201.00
Words Matter: Gender Neutral and Gender Inclusive Language to Prevent Bias	Center for Teaching Excellence	$174.00
Access for All: Meeting Student Needs through Universal Design	Center for Teaching Excellence/	$97.00
Listening and Learning: Fostering Diversity and Inclusive Teaching through Focus Group Research	Center for Teaching Excellence	$111.00
Total		**$583.00**

DIVERSE FACULTY AND STAFF

ID continued to invest in the recruitment, retention, and development of historically underrepresented faculty. Some of the previously-established initiatives continued and two new programs commenced.

For instance, the Diversity after Hours reception facilitated conversations between administrators and minority faculty and staff to discuss diversity initiatives on campus. We continued our collaboration with the Center for Teaching Excellence to co-host the Learning Community for Minority Faculty. Also, the LGBT Affinity Resource Group continued with traditional meetings and hosted a picnic for the families of the group.

The first new initiative for culturally diverse faculty was the Minority Faculty Retreat. The retreat was held just before the academic year commenced and attracted new and seasoned faculty. The tenets of the professional development included the pillars of faculty responsibilities: teaching, research, and service. Faculty were inspired, networked with other faculty, developed personal action plans, and offered feedback about their needs, going forward.

Another new program was the Minority Faculty Mentoring Initiative (MFMI). Dr. John Toth, Associate Professor of Sociology, was named the Academic Liaison for ID in October. He was tasked with organizing and supervising the mentoring program. The program's mission was to pair new or junior-level minority faculty members with senior-level faculty members for the purposes of mentoring and social networking to promote professional development in both mentor and protégé groups and to support the community integration and retention of minority faculty members. These efforts align with UCA's broader mission and strategic planning goals associated with diversity. Dr. Toth identified and invited 15 minority faculty members to participate in the program and 13 accepted the invitation to participate. Dr. Toth also identified and invited 24 senior faculty members to request their service as mentors. Twenty-one agreed to serve as mentors. Dr.

Toth contacted participants several times throughout the year, both informally and formally, to monitor program progress and to share information on mentoring and related professional development themes. The table below displays key activities associated with this year's MFMI. Participants' feedback indicated that the mentors and protégés were having positive experiences in the program.

Dates and Activities for the Minority Faculty Mentoring Initiative

Date	Activity
September	Luncheon was hosted to make potential mentors aware of the need and expectations of the MFMI
October	Dr. Toth named Academic Liaison for Institutional Diversity
October	Mentors and protégés notified of matches
November	Mentor-Protégé Match Day ceremony to officially recognize matches
December	Secured commitment from Aramark, UCA's food vendor, for 52 specialty beverage vouchers to support program; secured 52 vouchers for specialty coffee or fruit beverages at Einstein Bros. Bagels, a bagel and coffee shop on campus, allowing for each mentor-protégé pair to share 4 beverages during their campus meetings
December	Contacted mentors and protégés with information on beverage vouchers and professional development information.
January	Checked in with all participants and shared information on campus space available for "hanging out" during mentor-protégé meetings
March	Checked in with all participants and re-distributed professional development and related mentoring information from earlier communication
April	Invited all participants to ID end-of-year celebration May Debriefed all participants on completion of program and distributed Certificates of Appreciation
May 3, 2018	Debriefed all participants on completion of program and distributed Certificates of Appreciation

We recruited for minority faculty again at the SREB Compact for Faculty Diversity Conference, and open positions were advertised with the Academic Network. Sponsorship and costs of each event are included in the table below.

Event	Sponsor	Budget
Diversity After Hours	Office of the Provost /ID	$421.00
Learning Community for Minority Faculty	Center for Teaching Excellence	No additional costs
LGBT Affinity Resource Group	ID	$164.00
Minority Faculty Mentoring Initiative	ID	$214.00
Minority Faculty Retreat		$1,724.00
Recruitment at the Compact for Faculty Diversity (SREB)	Office of the Provost / ID	$2,790.00
The Academic Network	ID/The Office of the Provost	$1,200.00
Total		**$6,349.00**

UNDERGRADUATE STUDENTS

With a focus on academic success, ID engaged undergraduate students through the Academic Bridge Connection (ABC) Center and Program. The ABC Center offers presentations, a quiet place to study and learn with computers, printing, copy services, mobile charging stations, and books. Students also received peer success coaching. This year's topics are as follows:

Event	Sponsor	Budget
Financial Literacy & DASH Grants	ID	Combined cost is below
Careers in Mental Health Professions	ID	Combined cost is below
Interview Do's and Don'ts	ID	Combined cost is below
Total		**$20.00**

Further, the diversity office collaborated with the Department of Student Transitions to offer two University Studies courses specifically designed for enrollment of African American students, one for males and another for females. Over the last four years, 57 students have enrolled in the Black Male Achievement Challenge section. This year was the second year for the African American Women Rising Scholars section. Enrollment in this section doubled from year one (11) to year two (22). Due to structural and curriculum changes in the Department of Student Transitions (formally known as University College), institutional impact measures cannot be reported at this time. The Diversity Assessment Office is working with the Director of the Department of Student Transitions to track the UCA experience of these students.

The ABC Program and grant funding also afforded undergraduate students the opportunity to attend internal and external conferences as well as participate in Project X, an inaugural early arrival program for men of color. This was the second year for this Winthrop Rockefeller Foundation grant-funded initiative. All of the aforementioned are documented in the following table yet may be cross-listed with ODC activities to account for funds and effort from each unit. Targeted programming was as follows:

Event	Sponsor	Budget
Alley Scholars Summit	ID	$890.00
Project X	Winthrop Rockefeller Foundation Grant	$19,602.00
Webinar - Men of Color and Their Unique Needs: Strategies for Support, Engagement & Completion	ID	$400.00
Total		**$20,892.00**

IMPACT: The ABC Program served more students for study hours. Additionally, 10 students attended the Alleys Scholars Summit this year and one student won 3rd place in the Business Elevator Pitch competition. The fall to spring retention rate for students participating in the ABC programming was 100 percent. Institutional data for Satisfactory Academic Progress (SAP) are not available to for this group as a protection of the Family Educational Rights and Privacy Act (FERPA).

GRADUATE STUDENTS

ID engaged historically underrepresented minority graduate students with a focus on recruitment and retention.

As part of the retention efforts, ID works with and advises the Black Graduate Student Association (BGSA), which provides community and professional development to Black and African American students. This year the BGSA hosted a welcome reception at the UCA Downtown location for new and continuing Black and African American graduate students to network and to meet UCA administrators. Over 20 graduate students attended this event. The BGSA also held two networking and planning meetings during the fall and spring semesters.

UCA supported a staff member to recruit graduate students from among the McNair Scholars in Texas. This fair convenes over 2,000 high-achieving students who are interested in graduate school. It is our hope to continue to tell UCA's story in order to attract some of the students here.

UCA hosted its third HBCU Outreach (Historically Black College/University) to recruit students from Lane College to graduate programs at UCA, in partnership with the Graduate School. Eleven students and two advisors attended the recruitment visit. All students rated the visit to campus as very good or excellent. Additionally, five students stated they were interested in pursuing a degree at UCA while six students stated they were very interested in pursuing a degree at UCA. In the future, the Diversity Assessment Office will work with the Graduate School to track the number of applications that result from this recruitment effort.

Black Graduate Student Association	ID	$358.00

Graduate Schools/Programs Recruitment Fair (McNair Scholars)	ID	$656.00
HBCU Outreach	ID/Graduate School	$529.00
Total		**$1,543.00**

COMMUNITY OUTREACH

Amigo Fest & Health Fair: Roughly 300 individuals from Central Arkansas were on the UCA campus for the Amigo Fest. We are pleased to report that we garnered new external vendors and partners from within the UCA community. What is more, ID submitted an application and received a grant from the Arkansas Minority Health Commission to fund a Health Fair. This is was the third year to receive the grant. The Health Fair was highly rated among participants. Health information sheets relating to screening areas were available to participants. During the event, 305 health and wellness screenings were administered. As a part of the Health Fair, we drew the names of two participants and each received a free blood pressure monitor. While parents received screenings, children enjoyed exercising in the kid's zone. Approximately 50 children enjoyed playing in two inflatable houses and participated in hopscotch, coloring sheets, Hula-Hoops, and bubble blowing. Adults participated in Zumba, as a means of exercise and healthy habits of mind. Each Health Fair participant received a portion plate to promote better eating habits, enjoyed healthy snacks such as oranges, fruit snack bites, organic juices, and Kashi snack bars. Even though we changed the nature of our event, our screenings rivaled the numbers last year. In addition, we detected about the same number of abnormal screenings. For such screenings, registered nurses offered interpretation of the readings and provided medical insight. They also provided participants with a listing of free Arkansas clinics. We received media coverage from LaZeta Radio - KOLL 106.3 FM (Spanish language) and the Arkansas Democrat-Gazette. Overall, we are pleased with this new event and look forward to its growth and reach.

Arkansas Black Hall of Fame: UCA continued to support this annual event that highlights African American Arkansans who have reached the pinnacle of their respective professions.

Diversity Fair: This was the first year for this event and it was co-hosted with the Student Government Association. Participating representatives included various community groups and campus departments such as the Counseling Center, the Disability Resource Center, the Office of Diversity and Community, and the Office of Institutional Diversity. Registered Student Organizations included College Republicans, PRISM, Students for the Propagation for Black Culture, Philosophy and Religion Club, and Young Democrats.
LULAC: UCA continued to support the annual gala of the League of United Latin American Citizens. Latino UCA students receive scholarships at this event. Parents of the students and UCA staff are available to help honor the students at the gala.

The Minority Vendor Partnership focus, this year, was on increasing minority vendor success by providing access to a variety of professional/organizational development workshops. UCA offered

scholarships for minority business owners in Central Arkansas to attend workshops facilitated by the UCA's Community Outreach and Engagement and a collaboration with the Conway Chamber of Commerce's Central Arkansas Small Business Series (CASBS). Topics included Business Taxes, Risk Management and Succession Planning, Financing Your Business, and Networking and Business Development. No scholarships were accepted this year because the Chamber collaborated with other community establishments to fund the events.

ID continues to collaborate with the Purchasing Department to evaluate bids for architectural and contracting services as they pertain to helping UCA meet Act 1222 of 2009 that charges state agencies to attempt to conduct business with minority vendors for at least 10% of their total expenditures in construction and commodities. Listed below are the Community Outreach sponsorships and budget:

Event	Sponsor	Budget
Amigo Fest Health Fair	AMHC	$2,602.00
Arkansas Black Hall of Fame	UCA Foundation	$2,000.00
Diversity Fair	SGA	No additional costs
LULAC	UCA Foundation	$2,500.00
Total		**$4,500.00**

OFFICE OF DIVERSITY AND COMMUNITY

The mission of ODC is to provide multiple support services to enhance the academic success of students from historically underrepresented minority communities. Its mission is to create an inclusive community that promotes student success through retention-focused programs such as mentoring, leadership development, and life skills enrichment. ODC serves to *educate, engage, and empower*.

Key initiatives include the Black Male Achievement Challenge (B-MAC), Latino/Hispanic Outreach Initiative, Minority Mentorship Program (MMP), Project X: An Early Arrival Program, Slice of UCA, and Women of Excellence (WOE). Students rated over 95% of programming/events as positive (i.e., excellent or very good) and over 80% of programming/events as containing essentials for academic success.

BLACK MALE ACHIEVEMENT CHALLENGE (B-MAC)

The Black Male Achievement Challenge is in place to provide targeted intervention, critical socialization and bridge services, and enriching educational experiences for black men as, historically, they have been the least persisting, least graduating student community, demographically. During the 2017/2018 academic year, students experienced programs that focused on student success, attended leadership conferences, enjoyed an educational incentive trip, and assisted with several departmental events.

B-MAC Activities

- Alley Scholars Summit
- Blurred Line, a joint program with Women of Excellence
- B-MAC Kick-Off: Keys to Success at UCA
- Fresh Prince of Conway (Welcome Week Session)
- Gentlemen's Brunch (Etiquette/Networking/Branding)
- GQ Tuesday (Dress for Success Day held once per month)
- MLK Prayer Breakfast Hosts
- Minority Graduation Dinner Hosts
- Monthly Mass Meetings
- National Civil Rights Museum (Memphis Tennessee)
- NBA Game (Memphis Tennessee)
- Slice of UCA Panel Participants
- Southwestern Black Student Leadership Conference

IMPACT: The Satisfactory Academic Progress (SAP) is a key indicator as it is more comprehensive than GPA in that it measures the successful completion of at least 67% of attempted credit hours as well as an institutional term GPA of 2.0 or greater. Tracking students who participated in B-MAC for the Fall 2017 indicated an SAP rate of 72.7% for 55 B-MAC students. In comparison, the average SAP for all black males was 65.2% during that semester. Spring 2018 indicated an SAP rate of 72.5% for 51 B-MAC students. In comparison, the average SAP for all black males was 66.3%. Retention rates track first-time, full-time freshmen students participating

in this group. Freshmen students who participated in B-MAC fall 2017 were retained at a rate of 89% to the spring 2018 semester. Fall to fall retention rates are not available at this time.

HISPANIC/LATINO OUTREACH INITIATIVE

ODC's request to convert the already established part-time coordinator position into a full-time position was approved due to growth in the Latino student community which rose from 3.1% to 5.1% between 2012 and 2016.

The Coordinator provided leadership for various departmental events, spoke at high school recruitment events and served as primary advisor to the Latino Student Association (LSA). In addition, the Coordinator was also available to assist the following Latino groups: Latinx Leadership Empowerment & Development (L.L.E.A.D.); Sigma Iota Alpha Sorority; Phi Iota Alpha Fraternity; and Fuerza Integridad A Todos (FIAT). The Hispanic Outreach Initiatives Coordinator also collaborated with the Office of Student Success to utilize the Mapworks program to develop the Latino Retention Project, designed to help at-risk students with academic strategies, to encourage students to meet with a peer coach, and to use other campus resources, as needed.

During the 2017/2018 academic year, students participated in a variety of social and educational programs as well has assisted with departmental events.

Amigo Fest and Health Fair

A more extensive report of this event was described in the Community Outreach section of this report. It is important to mention, however, that UCA received outstanding collaboration from Latino students, especially the Latino Student Association and SIA – Hermandad de Sigma Iota Alpha sorority, and Phi Iota Alpha fraternity who served as leaders in planning, coordinating, and implementing event details. Other volunteerism from our student community included 105 students from a variety of organizations to include the Students for the Propagation of Black Culture, students from Spanish courses, and students from the Occupational Therapy department. Other programs include:

- Deferred Action for Childhood Arrivals (DACA) Information Meetings (2)
- Dia de los Muertos Exhibit
- ENGAGED Program in collaboration with Career Services
- Independence Day Celebration
- Latino Graduation Celebration
- LULAC Scholarship Gala
- Minority Graduation Dinner Hosts
- MLK Prayer Breakfast Hosts
- Monthly Latino Student Association Meetings
- Move-in Day and Welcome Week
- Slice of UCA Panel Participants
- UCA Latino Alumni Professional Panel Discussion
- UCA Day of Giving Promo Video

- Vanessa Nunez Handal Lecture and Book Signing

IMPACT: Institutional data for Satisfactory Academic Progress (SAP) for participating students are not available by semester for this group as a protection of the Family Educational Rights and Privacy Act (FERPA). The SAP rate for all Hispanic students in fall 2017 was 84.1% and the SAP rate for all Hispanic students in the spring 2018 was 82.5%. However, the SAP for the combined semesters of spring 2017, fall 2017, and spring 2018 was 87.5% for 120 students. This SAP is above the average for all Latino students during the same semesters.

MINORITY MENTORSHIP PROGRAM

Since 1991, MMP has put forth freshmen retention efforts by fostering a culture that supports the holistic development of both mentee (incoming) and mentor (upper classification) students. This program provides academic resources to students including best study habits, tutoring services, and faculty and staff connections. The program also engages students in campus life (Registered Student Organizations and service learning/volunteer opportunities), outside of the classroom. These offerings cultivate a sense of belonging, a necessary element of retention.

MMP Activities

- Bridging the Gap
- Minority Graduation Dinner Hosts
- MLK Prayer Breakfast Hosts
- MMP Executive Board Recruitment
- MMP Fall Training
- Move-in Day and Welcome Week Table
- Monthly Meetings
- Pajama Jam Lock In
- Slice of UCA Panel Participants
- Southwestern Black Student Leadership Conference
- Spring Mentor Recruitment
- Transitions Week
    - 201 & Donaghey (Provides awareness about student organizations and campus involvement)
    - Back to School Block Party
    - Motivational Monday with Dr. Joe Martin
    - Mentor Mayhem (Team building sessions with student mentors and incoming freshmen)
    - MMP OlyMMPics
    - Transitions Greek Expo (Increase awareness of UCA's Black Greek Organizations)
- Urban Air Jump Zone End of Year Gathering

IMPACT: The SAP rate for the spring 2017 cohort was 74% for 154 MMP students. The SAP rate for the fall 2017 cohort was 81.9% for 171 MMP students. Comparison group data are not available as MMP enrolls both African American and Latino students. Retention rates track first-time, full-time freshmen students participating in this group. The retention rate for 161 MMP

students from fall 2017 to spring 2018 was 91%. Fall to fall retention rates are not available at this time.

PROJECT X: EARLY ARRIVAL PROGRAM

The Office of Diversity and Community launched this program in August 2016 under the auspices of the Black Male Achievement Challenge (B-MAC) to give historically underrepresented male students of color a head start on their UCA academic journey. Project X exposes students to campus resources and optimal academic and social behavior to attain success in college. The program fosters unity among these new students and connects them to faculty, staff, and current students who can assist in their transition to UCA and their continued development. Project X includes academic success workshops, brotherhood/bonding, faculty and staff presentations, leadership development, peer mentoring, program materials, and team-building. At the completion of the program, each participant receives a professional blazer to wear on B-MAC's GQ Tuesday and on other professional occasions.

Project X Activities

- 4-H Center Ropes Course
- Bowling with the Brothers
- Minority Graduation Dinner Hosts
- National Civil Rights Museum (Memphis Tennessee)
- NBA Game Attendance (Memphis Tennessee)
- Southwestern Black Student Leadership Conference
- Student Services Luncheon

IMPACT: The combined spring 2017 and fall 2017, Satisfactory Academic Progress rate was 62.3% for 53 Project X students. The combined semesters report honors a FERPA protection. The average SAP for all black males during fall 2017 was 65.2%. The average SAP for all black males was 66.3%. Retention rates track first-time, full-time freshmen students participating in this group. Freshmen students who participated in LSA were retained at a rate of 90% from fall 2017 to spring 2018. The fall to fall retention rate is not available at this time.

WOMEN OF EXCELLENCE

The Office of Diversity and Community launched the Women of Excellence (WOE) initiative in August 2016 to offer enriching experiences such as conversations and activities that address self-esteem and academics as well as leadership, social, and personal development. The ultimate goal of WOE is to help reduce the overall gap between African American female and Caucasian female achievement, retention, and graduation rates. During the 2017/2018 academic year, students experienced programs that focused on student success, were encouraged to participate in various registered student organizations, and to attend leadership conferences.

WOE Activities

- Ally Scholars Summit
- Blurred Lines, joint program with B-MAC

- Fall Motivational Kick Off featuring Tina and Trina Fletcher
- MLK Prayer Breakfast Hosts
- Minority Graduation Dinner Hosts
- Monthly Meetings
- Slice of UCA Panel Participants
- Southwestern Black Student Leadership Conference
- Women's Tea

IMPACT: The spring 2017 and fall 2017 SAP rate was 86.3% for 95 WOE students. The combined semesters report honors FERPA protection. The average SAP for all African American women during fall 2017 was 73.6%. The spring 2018 SAP rate for WOE for spring 2018 is not available due to FERPA. The SAP rate for all black women in the spring was 72.8% during the same timeframe. Retention rates track first-time, full-time freshmen students participating in this group. Freshmen students who participated in WOE were retained at a rate of 100% from 2017 fall to spring 2018. Fall to fall retention rates are not available at this time.

SLICE OF UCA EVENT

This transitional program, developed by ODC, provides services that make students aware of some of challenges and possible hurdles of the high school to college transition. This annual event gives historically underrepresented minority students the opportunity to receive information on topics such as Academic Scholarships, Financial Aid, Housing and Residence Life, Learning Communities, Strategies for Success, Student Accounts, and Student Life. In addition, students and parents/guests meet with UCA students, administrators, faculty, and staff to learn more about the campus environment, expectations, their partnership, and opportunities for student involvement and leadership. Of the 63 students who replied to attend and the 50 students who attended the spring 2017 event, 52% enrolled for the Fall 2017 semester.

ADDITIONAL DIVERSITY & COMMUNITY ACTIVITIES

- Academic Achiever Celebration
- Bridging the Gap
- Finals Survival Kit Distribution
- Latino Graduation Dinner
- Lavender Graduation Dinner
- Little Rock Pride Parade
- LGBT Panel Discussion (co-sponsored with PRISM Alliance)
- LGBT Back to School Mixer and Information Session
- LGBT University of Central Arkansas Pride Walk
- Minority Graduation Dinners
- Miss Essence Scholarship Pageant
- MLK Prayer Breakfast
- Southwestern Black Student Leadership Conference
- UAMS Info Days

ODC BUDGET

Event	Budget
Academic Achiever Event	$981.00
Amigo Fest	$9,807.00
Black Male Achievement Challenge/Project X	$5,913.00
Bridging the Gap	$468.00
Conference Travel	$12,376.00
Hispanic/Latino Programming	$3,089.00
LGBT+ Programming	$989.00
MLK Prayer Breakfast	$4,342.00
Minority Graduation Celebrations	$10,733.00
Minority Mentorship Programming	$9,687.00
Finals Survival Kits	$662.00
Photography Services for Major Events	$2.447.00
Slice of UCA	$2,338.00
Special Events and Services	$16,230.00
Women of Excellence	$5,312.00
TOTAL	**$75,567.00**

THE OFFICE OF UNIVERSITY TRAINING

The Office of University Training supports the University by providing educational seminars for faculty, staff, students and the community. Offered throughout the year, educational seminars cover topics such as Diversity, Workplace Harassment, Customer Service, Supervisory Skills, and Professional Development.

The Office of University Training objectives include:

1. To deliver educational seminars that are applicable to the campus environment and its diverse population;
2. To allow for avenues of communication and participation among the participants;
3. To deliver seminars of the highest standards with the goal of increasing the participant's knowledge and understanding of that particular subject matter; and,
4. To help the campus develop, motivate and keep an excellent and inclusive workforce.

Vision: To contribute to and have a positive impact on the professional growth of UCA employees by providing educational seminars which are relevant to the campus culture and of top quality.

Mission: This Office is committed to assisting the University in realizing its full potential by providing quality-learning opportunities that *educate, equip, and encourage* UCA employees as they develop professionally and personally.

Core Values: Community, Service, Learning, Quality

It is the policy of UCA that all employees (faculty and staff) plus graduate assistants, and student workers attends diversity enrichment/training each year. Since 2004, topics have included ethnicity, spirituality, race, class, sexual orientation, age, disabilities, gender, and the military in an educational setting. UT helps students, faculty, and staff to navigate within an inclusive community. The following information represents a sampling of the diversity-related enrichment seminars and provides attendance and the corresponding monetary investment. The following tables provide more detail. Some activities may be cross-listed with ID activities to account for funds and effort from each unit.

DIVERSITY --- FACULTY/STAFF/DEPARTMENT/ATHLETICS

The annual on-site campus-wide **DIVERSITY** seminar offers opportunities for all employees to be educated on an important topic related to diversity. The 2017/18 topic was 'Privilege…Its Meanings and Magnitude in Today's World.' Content included personal reflection exercises as well as a 'visual' privilege group activity. Below are the Diversity seminars presented campus-wide and in the community. Topics range from privilege, cultural identities/filters, to generations, race, and difficult conversations.

Event	Sponsor	Budget
Campus-Wide Privilege 8 Sessions **#144**	University Training	$500.00

3 Lunch and Learn Diversity Sessions # 86 *Candid Conversations about Diversity (28) *Understanding LGBT, Military, Internationals (29) *Generations in the Workplace (29)	University Training	$600.00
Honors College & Housing– #122	University Training	-0-
Physical Plant Staff - Privilege 2 Sessions #69	University Training	-0-
Student Health Services Staff – Race #15	University Training	-0-
OT Faculty and First Year Students # 60	University Training	-0-
PT Third Year Students # 60	University Training	-0-
Generations – PT/FACS Departments #52	University Training	-0-
Daulton Psychology Class #35	University Training	-0-
College Business #45	University Training	-0-
UCA Leadership #25	University Training	-0-
CORE Faculty 2 Sessions #51	University Training	-0-
Student Diversity OT Caucus #20	University Training	-0-
College Business McMurtrey Class #40	University Training	-0-
Diversity Women's Volleyball #36 2 Sessions	University Training	-0-
Dr. Wake's Psychology Class # 15	University Training	-0-
Total - #875 On-Site		**$1100.00**

Online Diversity

Since 2009 UCA has collaborated with *Workplace Answers* to offer online education seminars for employees. This year's (2017/2018) **Diversity** online completion for employees is **#1,110.**

Workplace Answers Online	Sponsor	Budget

Diversity, Harassment, Title IX, and Child Abuse Seminars	University Training	$44,500.00 (three year contract ending in July 2019)

DIVERSITY -- STUDENT SUPPORT

Throughout the academic year, The Office of University Training receives numerous calls from individuals requesting **diversity** training & presentations, especially from **students and registered student organizations (RSO)**. The following information includes the presentations delivered in 2017/2018.

Event	Sponsor	Budget
Minority Peer Mentor Retreat #100	University Training	-0-
President Leadership Fellows Retreat #40	University Training	-0-
UCAN (2 sessions) #120	University Training	-0-
SOS Staff Leadership Diversity Training #90	University Training	-0-
Pi Chi Rush Counselors #42	University Training	-0-
Social Justice League #20	University Training	-0-
IDEAL Leadership #29	University Training	-0-
Student Government Association Diversity for Senators #55	University Training	-0-
Total #496		**-0-**

DIVERSITY -- COMMUNITY SUPPORT

Throughout the academic year, The Office of University Training receives numerous calls from individuals requesting **diversity** training & presentations, especially from **local and regional community organizations**. The following information includes the presentations delivered in 2017/2018:

Event	Sponsor	Budget
Central Baptist College Social Justice #40	University Training	-0-
City of Conway Difficult Conversations #50	University Training	Grant monies

Event	Sponsor	Budget
Community Development Institute Annual Regional Conference # 50	University Training	-0-
Conway Conversations Generations #50	University Training	-0-
Conway Conversations – Diversity #45	University Training	-0-
Conway High School Health Classes # 60	University Training	-0-
City of Conway Police and Firefighters (10 sessions) #200	University Training	-0-
Bear Boots on the Ground Community Service – Pocahontas flood victims, AR Local Projects - New Orleans, LA Chaperone Alternative Spring Break	University Training	$250.00
Total #495		**$250.00**

FACULTY/STAFF/STUDENTS/DEPARTMENT/ATHLETICS

The annual on-site campus-wide **HARASSMENT** seminar offers opportunities for all employees to be educated on the important topic of workplace harassment, which includes modeling professional behavior and respect in the midst of individual differences. Therefore, *diversity* plays a key role in the seminar's exercises and discussion.

Event	Sponsor	Budget
Campus-Wide Workplace Harassment 8 Sessions **#126**	University Training	$564.00
Honors College & Housing #119	University Training	-0-
Math Department Employees #17	University Training	-0-

Event	Sponsor	Budget
New Faculty Employees #35	University Training	-0-
Physical Plant Staff #76 2 Sessions	University Training	-0-
Dr. McMullen's Business Law class #30	University Training	-0-
Tom Courtway's Business Law classes 6 sessions #155	University Training	-0-
Total - #558 On-Site		**$564.00**

Online Harassment

Since 2009 UCA has collaborated with *Workplace Answers* to offer online education seminars for employees. This year's (2017/2018) **Harassment** online completion for employees is **#432.**

Workplace Answers Online	Sponsor	Budget
Diversity, Harassment, Title IX, and Child Abuse Seminars	University Training	$44,500.00 (three year contract ending in July 2019)

DIVERSITY WEBSITE

The University updates the diversity website (www.uca.edu/diversity) as needed as it serves as a clearinghouse for diversity and inclusion initiatives and opportunities. The primary links on the website are as follows:

- Institutional Diversity
- Office of Diversity and Community
- Diversity/University Training
- Advisory Committee
- Initiatives and Support

DIVERSITY AWARDS

- 2017: Minority Access, Inc. awarded UCA with a *Commitment to Diversity Award*. This was the second year for this award. A total of $1,765 was invested in the conference and travel.

- 2017: The League of United Latin American Citizens (LULAC), Council 750 Little Rock, Arkansas, has designated UCA as a *Latino Destination Campus*.