

**UNIVERSITY OF  
CENTRAL ARKANSAS**

**AFFIRMATIVE ACTION  
PLAN REPORT**

**2008-2009**

**University of Central Arkansas**  
**Report on Progress toward 5-Year Affirmative Action Plan**  
**Submitted September 2009**

The following goals were established by the university in its Minority Retention Plan. The goals are broken down by categories, students, faculty and staff.

**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 four-year public institutions, with the exception of UAPB.
- GOAL 2:** To 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 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 four-year public institutions.

The data establishes that from 2004 to 2008, the overall minority enrollment at the university decreased slightly from 19.3 % to 18.2 % (-1.1%). Enrollment of black students also decreased from 15.8 % to 14.0 % (-1.8%) for the same time period. *See Appendix A.* The minority-to-white proportion of high school graduates entering four-year public institutions, with the exception of UAPB, was 24.2% to 25.2% from the fall 2004 to the fall of 2008 and the black-to-white proportion of high school graduates entering four-year public institutions, with the exception of UAPB, was 15.6% to 13.8%. The minority-to-white proportion of high school graduates entering UCA, with the exception of UAPB, was 25.3% to 30.7% from the fall of 2004 to the fall of 2008 and the black-to-white proportion of high school graduates entering UCA, with the exception of UAPB, was 15.2% to 18.0%. *See AppendixD.* The trends at UCA are significantly ahead of the statewide percentages in both categories.

## 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 approximate the percentage of degrees conferred by race nationally and masters degrees statewide.**

In the area of the faculty, UCA's numbers have improved since 2004. At that time, the faculty was 9.6 % minority. In 2008, the number increased to 10.2 % minority, an increase of 0.6 %. While the university needs to continue its efforts recruit and maintain minority faculty members, progress is being made in this area. *See Appendices B & D.*

## Staff

**GOAL 6: 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.**

In the area of Executive Administration, the university has also shown a decline. In 2004, the Executive Administration was 12.5 % minority. In 2008, that number had shrunk to 8.3 % (-4.2%). In the Professional Non-faculty area there were 18.8 % minorities in 2004 and by 2008 that number declined to 14.9 % (-3.9%). *See Appendix B & D.*

**GOAL 7: 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.**

<b>Clerical</b>	<b>10%</b>	<b>Faulkner &amp; Pulaski Cos.</b>
<b>Technical/Para-professionals</b>	<b>7%</b>	<b>Faulkner &amp; Pulaski Cos.</b>
<b>Skilled Crafts</b>	<b>7%</b>	<b>Faulkner &amp; Pulaski Cos.</b>
<b>Service/maintenance</b>	<b>16%</b>	<b>Faulkner &amp; Pulaski Cos.</b>

The data show that in 2004, the clerical staff was 12.2 % minority while in the year 2008 the percent of minorities was 10.4 (-1.8%). The goal of 10% has been maintained. In the other support areas, there are 17.2% minority employees in the

Technical/Paraprofessional area, 5.2 % minority employees in the Skilled Craft area, and 30.9 % minority employees in the Service/Maintenance area. *See Appendix D.*

### **Timeline for Implementing Strategies**

All of the strategies listed above are being used by the university at this time. The plan constitutes a continuation of the university's ongoing effort to recruit and retain minorities at all levels. The university acknowledges that this process is an ongoing one and that it requires constant monitoring and attention. It is hoped that the current plan will serve to reinforce the goals and strategies contained in this plan.

### **Budget**

The total budget for minority recruitment and retention is approximately \$400,000 per fiscal year. This includes salaries for the employees in the Affirmative Action Office, the student recruiters who work in the Office of Admissions and the Minority Services Office. Additional resources are utilized throughout the university to augment the specific budgeted items listed above. The university hopes to increase its budget for minority recruitment and retention during this five-year cycle.

### **Assessment**

Act 1091 requires the university to submit an annual report of its activities and a report of its progress toward the goals set forth in the plan. The university uses this annual report as a measure of its success and to monitor its methods for effectiveness. Modifications are implemented as needed based on the results of this annual report and other factors that come to the attention of the Affirmative Action Office or the senior administration of the university.