UNIVERSITY OF CENTRAL ARKANSAS

Minority Recruitment and Retention Report

submitted to the

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

June 30, 2014
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As will be noted in Item 6 (p. 3 ff.) and Item 7 (p. 9), University of Central Arkansas is, as noted in the last two years' reports, in the midst of a thorough review and reorganization of key factors in its diversity goals and activities. This report responds, then, to policies, plans, and goals that are being systematically updated or replaced.

Unless otherwise specified, the source of data presented below is the UCA Office of Institutional Research.

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

Reporting term: Fall 2013

Race	Number	Percent
Total enrollment	11,534	
American Indian	63	0.5%
Asian or Pacific Islander*	160	1.4%
Black	1,942	16.8%
Hispanic	373	3.2%
Two or More Races	14	0.1%

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

Reporting term: Fall 2013.

Note that these position titles conform to the new IPEDS employment categories and so differ from those used in MRR reports prior to 2013. Numbers include both full-time and part-time employees.

Race / Position	American Indian	Asian	Native Hawaiian/Pacific Islander	Black	Hispanic	Two or More Races	Minority Employees in Category	Total Employees in Category
Faculty	3	22	0	32	10	11	78	723
Archivists, Curators, & Museum Technicians	0	0	0	0	0	0	0	1
Librarians	0	0	0	0	0	0	0	11
Library Technicians	2	0	0	7	0	1	10	27
Student & Academic Affairs & Other Educational Services Occupations	1	1	0	9	2	5	18	81
Management Occupations	1	1	0	11	2	0	15	109

Race / Position	American Indian	Asian	Native Hawaiian/Pacific Islander	Black	Hispanic	Two or More Races	Minority Employees in Category	Total Employees in Category
Business & Financial Operations Occupations	0	0	0	6	0	0	6	45
Computer, Engineering, & Science Occupations	0	1	0	6	0	1	8	54
Community Service, Legal, Arts, & Media	0	1	0	16	2	0	19	91
Healthcare Practitioners & Technical Occupations	0	0	0	2	1	0	3	13
Service Occupations	1	0	0	32	7	1	41	153
Sales & Related Occupations	0	0	0	0	0	0	0	0
Office & Administrative Support Occupations	1	1	0	21	4	2	30	223
Natural Resources, Construction, & Maintenance Occupations	1	0	1	12	2	2	18	100
Production, Transportation, & Material Moving Occupations	0	0	0	5	1	0	6	23
Total Number in Minority Group	10	28	1	159	31	31		

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

Reporting term: Fall 2013

Race	FT Faculty
American Indian	1
Asian	18
Native Hawaiian/Pacific Islander	0
Black	24
Hispanic	8
Two or more races	8
Total minority full-time faculty	59
Total full-time faculty	533

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

Reporting term: Fall 2013

Race	PT Faculty
American Indian	2
Asian	4
Native Hawaiian/Pacific Islander	0
Black	8
Hispanic	2
Two or more races	3
Total minority part-time faculty	19
Total part-time faculty	190

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

Reporting term: Fall 2013 (full-time only reported)

Category	Count
Faculty	6
Library & Student & Academic Affairs and Other Educational Services Occupations	2
Management Occupations	2
Business and Financial Operations Occupations	0
Computer, Engineering, and Science Occupations	1
Community Service, Legal, Arts, and Media Occupations	4
Healthcare Practitioners and Technical Occupations	0
Service Occupations	1
Sales and Related Occupations	0
Office and Administrative Support Occupations	1
Natural Resources, Construction, and Maintenance Occupations	1
Production, Transportation, and 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.

It should be noted, as indicated in the last two years' reports, that UCA has established administrative structures necessary to undertake significant new planning and implementation for campus diversity. Goals included in the current report do not, of course, include revisions that are expected to be complete during academic year 2014–2015, nor do they reflect related work outside the Minority Recruitment and Retention Plan, such as, for example, the establishment of Key Performance Indicators related to enrollment.

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 is revisiting these goals and the information required to show progress on them in its ongoing review of its diversity objectives and support structures (see item 7 below).

Minority Enrollment (Goals 1, 2, and 4)

Reporting terms: Fall 2009, Fall 2013
Additional source: ADHE, Enrollment Report: Academic Year 2014 (online at http://www.adhe.edu/SiteCollectionDocuments/ResearchAndPlanningDivision/AHECB_RP/AHECB_2014/2014_01_Jan/06_Enrollment_Report2014-FINAL-NEW.pdf)

UCA Entering Freshmen (FT+PT)				
	2009		2013	
	Number	Percent	Number	Percent
Grand total	1,777		2,202	
Black	351	19.8%	480	21.8%
Other minority	100	5.6%	233	10.6%
White	1,234	69.4%	1,404	63.8%

UCA Undergraduate (FT+PT)				
	2009		2013	
	Number	Percent	Number	Percent
Grand total	10,146		9,754	
Black	1,581	15.6%	1,754	18.0%
Other minority	476	4.7%	804	8.2%
White	6,745	66.5%	6,472	66.4%

UCA Graduate (FT+PT)				
	2009		2013	
	Number	Percent	Number	Percent
Grand total	1,635		1,780	
Black	130	8.0%	188	10.6%
Other minority	56	3.4%	90	5.1%
White	1,377	84.2%	1,420	79.8%

UCA Total Enrollment				
	2009		2013	
	Number	Percent	Number	Percent
Grand total	11,781		11,534	
Black	1,711	14.5%	1,942	16.8%
Other minority	532	4.5%	894	7.8%
White	8,122	68.9%	7,892	68.4%

Arkansas Public 4-Year Universities (excluding UCA and UAPB) Total Enrollment				
	2009		2013	
	Number	Percent	Number	Percent
Grand total	74,320		83,539	
Black	9,917	13.3%	10,224	12.2%
Other minority	5,758	7.7%	9,222	11.0%
White	55,051	74.1%	59,967	71.8%

As indicated by changes in the proportion of minority to white enrollees from 2009 to 2013, UCA has overall and in the reported subcategories increased its minority enrollments. UCA's minority enrollments at the undergraduate level and overall are somewhat higher than overall minority enrollment at other public four-year universities in the state (excluding UAPB). Without comparative information readily available, it is difficult to make statements about UCA's graduate minority enrollment, except to note that diversity in UCA's graduate student enrollments has increased significantly in the five years reported here.

Graduation and Retention Rates (Goal 3)

One-Year Retention Rate (Fall-to-Fall)						
	2003 Cohort			2007 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	2,414			1,763		
White	1,741	1,237	71.1%	1,247	925	74.2%
Black	476	319	67.0%	323	229	70.9%
Other minorities	105	84	80.0%	93	59	63.4%
All minorities	581	403	69.4%	416	288	69.2%

Graduation Rate – 150% Time						
	2003 Cohort			2007 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	2,414			1,763		
White	1,741	767	44.1%	1,247	572	45.9%
Black	476	128	26.9%	323	78	24.1%
Other minorities	105	56	53.3%	93	32	34.4%
All minorities	581	184	31.7%	416	110	26.4%

One-year retention rates for these cohorts show gains for white students and black students. Other minority one-year retention rates have decreased significantly. Minority graduation rates have declined.

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, the number and percentage of minority full time faculty at UCA has increased somewhat in the reporting period. These percentages do not, however, mirror the percentages of all degrees conferred by race nationally or master's degrees conferred by race in Arkansas.

	UCA Full-Time Faculty			
	2009		2013	
	Number	Percent	Number	Percent
Total	512		533	
White	460	89.8%	452	84.8%
Black	18	3.5%	24	4.5%
Other minorities	22	4.3%	35	6.6%
All minorities	40	7.8%	59	11.1%

	Completers, Nationally		Master's Completers, AR	
	2011-2012		2011-2012	
	Number	Percent	Number	Percent
Total	4,185,813		5,317	
White	2,472,084	59.1%	3,939	74.1%
Black	478,656	11.4%	593	11.2%
Other minorities	747,683	17.9%	268	5.0%
All minorities	1,226,339	29.3%	861	16.2%

Source: IPEDS Data Center Custom Reports (Group Statistics, using provisional release data), pulled 6/23/2014

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 new IPEDS employment categories relevant to this goal are these (see Item 2, above, p. 1):

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

Since the categories reported in 2009 do not correspond one-to-one with the new reporting categories, only the 2013 data is provided.

Administration/Professional Staff				
	2009		2013	
	Number	Percent	Number	Percent
Total			405	
White			321	79.3%
Black			50	12.3%
Other minorities			19	4.7%
All minorities			69	17.0%

As an imperfect point of comparison, the US Census American Community Survey 2006–2010 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	17,831			69,837	
White	16,187	90.8%		51,005	73.0%
Black	1,091	6.1%		15,424	22.1%
Other minority	1,789	10.0%		14,620	20.9%
All minority	2,880	16.2%		30,044	43.0%

Source: United States Census Bureau. Query in American Factfinder (http://factfinder2.census.gov/), pulled 6/24/2014.

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.

The new IPEDS employment categories relevant to this goal are these (see Item 2, above, p. 1):

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

Since the categories reported in 2009 do not correspond one-to-one with the new reporting categories, only the 2013 data is provided.

Secretarial/Clerical				
	2009		**2013**	
	Number	**Percent**	**Number**	**Percent**
Total			499	
White			401	80.4%
Black			70	14.0%
Other minorities			25	5.0%
All minorities			95	19.0%

As a point of comparison, the United States Census American Community Survey 2006–2010 provides the following information for Service occupations; Sales and Office occupations; Natural Resources, Construction, and Maintenance occupations; and Production, Transportation, and Material moving occupations in Faulkner and Pulaski counties:

	Faulkner County			Pulaski County	
	Number	Percent		Number	Percent
Total in Category	34,612			111,994	
White	29,781	86.0%		65,494	58.5%
Black	3,983	11.5%		40,781	36.4%
Other minority	4,182	12.1%		26,448	23.6%
All minority	8,165	23.6%		67,229	60.0%

Source: United States Census Bureau. Query in American Factfinder (http://factfinder2.census.gov/), pulled 6/24/2014.

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.

The university's Strategic Plan (most recently updated for the five years 2012–2017) prioritizes diversity – including racial/ethnic diversity – as a strategic goal for the university. During the past two year, a university committee has made recommendations to the administration regarding leadership, administrative structures, and administrative infrastructure to support the university in achieving its diversity goals. This new leadership and the requisite structures have been established and are expected to result in a new plan for institutional diversity during the 2014–2015 academic year. (See Additional Information in item 9, below, for revised university committee structures.)

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

Timeline

No additional update available at this time, pending the outcomes of the planning process noted above.

Budget

No additional update available at this time, pending the outcomes of the planning process noted above.

Assessment

Act 1091 of 1999 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 to monitor its measures of success and to evaluate 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 senior administration of the university. Additionally, as is noted in item 7 above, the university is well advanced in a careful review of its diversity goals and activities.

9. Additional Information: Committee Changes

Since the submission of the 2012–2017 Minority Retention and Recruitment Plan, UCA has revised its committee structures related to these matters. Two committees are now in place with the following descriptions and structures:

Affirmative Action Advisory Committee

Charge: To conduct a periodic review of EEO-6 employment records and other statistical data to monitor the university's compliance with its affirmative action plan, policies, and programs and to monitor UCA's compliance in meeting its affirmative action/equal opportunity goals. 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 non-discrimination 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.

Membership: The affirmative action officer serves as permanent chair; three students chosen annually by the SGA to represent minority students and AA/EEO concerns; three staff members chosen by the Staff Senate to staggered three-years terms to represent minority staff personnel and AA/EEO concerns; presidential appointment of one academic department chair to serve a three-year term; presidential appointment of one faculty member from the retention committee to serve a three-year term; one admissions officer appointed by the president; four faculty selected by the Faculty Senate to represent minority faculty and AA/EEO concerns serving staggered four-year terms. The director of institutional research, general counsel, and associate vice president for human resources serve as ex officio, non-voting members.

Diversity Advisory Committee

Purpose: To review all policies, programs and offices of the University of Central Arkansas in an effort to promote and maintain a diverse student, faculty and staff population and foster an environment of inclusion and diversity; To develop and present to the Board of Trustees and the President, (i) plans and recommendations to increase diversity, including but not limited to, staffing, budget recommendations and program changes, if any, and (ii) recommendations concerning language to be included in University publications, advertisements and other materials on the subject of diversity; To prepare and file with the Board of Trustees and the Office of the President, an annual report on diversity initiatives with such recommendations as the committee may deem necessary and advisable; and under-take such other activities, studies or initiatives as the Committee may, from time-to-time, deem necessary or advisable, as well as conduct any other matters within the Committee's jurisdiction as may be requested by the Board of Trustees.

Membership:

- one member of the university’s Board of Trustees, appointed by the Board of Trustees
- university’s chief diversity officer, chair (ex officio)
- associate vice president of human resources (ex officio)
- director of assessment (ex officio)
- professional development and training coordinator (ex officio, non-voting)
- two persons appointed by the Board of Trustees, at least one of whom shall be a person holding an administrative position at the university
- one faculty member from each college appointed by the Faculty Senate from nominations submitted by the dean of each college and one at large faculty member selected by the Faculty Senate from the non-affiliated faculty
- four persons designated as representatives from the Staff Senate
- two persons designated as representatives from the Student Government Association
- one person designated as the representative from the UCA Alumni Association
- one person designated as the representative from the UCA Foundation, Inc.

The UCA Board member and the representatives from the UCA Alumni Association and the UCA Foundation shall serve a one-year term on the committee. All other members shall serve two-year terms, with the initial terms of those persons staggered and drawn by lot at the first meeting so that one person from the at-large Board appointees, Faculty Senate, Staff Senate and SGA serves an initial one-year term, and one person from each group serves a two-year term. Thereafter, all terms shall be for two years. Members of the committee may be reappointed.