UNIVERSITY OF CENTRAL ARKANSAS

Minority Recruitment and Retention Report

submitted to the

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

June 30, 2021

I. BY THE NUMBERS

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

Reporting term: Fall 2020

Race	Number	Percent
Total enrollment	10,335	
American Indian	50	0.48%
Asian	215	2.08%
Black	1,522	14.73%
Hispanic	571	5.52%
Native Hawaiian/Pacific Islander	7	0.07%
Two or more races	395	3.82%

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

Reporting term: Fall 2020

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	1			2		1			1							5
Asian	30				1	3			1				6			41
Native Hawaiian/Pacific Islander	2								2							4
Black	29			4	10	18	4	12	18	1	24		13	1	2	136
Hispanic	10				1	2		1	6		11		3	1	1	36
Two or more races	9				2	1		2	2		2		2	2	1	23
Minority employees in category	81			6	14	25	4	15	30	1	37		24	4	4	245
Total employees in category	679		8	26	76	144	38	66	116	9	136		181	69	12	1,555

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

Reporting term: Fall 2020

Race	FT Faculty
American Indian	1
Asian	27
Native Hawaiian/Pacific Islander	1
Black	22
Hispanic	8
Two or more races	9
Total minority full-time faculty	68
Total full-time faculty	525

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

Reporting term: Fall 2020

Race	PT Faculty
American Indian	0
Asian	3
Native Hawaiian/Pacific Islander	1
Black	7
Hispanic	2
Two or more races	0
Total minority part-time faculty	13
Total part-time faculty	154

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

Reporting term: Fall 2020

Category	Count
Faculty	28
Library/Student/Academic Affairs/Other Education Services Occupations	7
Management Occupations	9
Business/Financial Operations Occupations	6
Computer/Engineering/Science Occupations	3
Community Service/Legal/Arts/Media	10

Category	Count
Healthcare Practitioners/Technical Occupations	0
Service Occupations	21
Sales/Related Occupations	0
Office & Administrative Support Occupations	17
Natural Resources, Construction, & Maintenance Occupations	5
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 Minority Retention and Recruitment Plan. The goals are grouped by categories – students, faculty and staff. *Note that this will be the final report based on the 2012–2017 plan, which is being replaced this year by the 2022–2026 plan.*

1. 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 2015, Fall 2020

UCA Entering Freshmen (FT+PT)				
	2015		2020	
	Number	**Percent**	**Number**	**Percent**
Grand total	1,987		1,682	
Black	354	17.82%	284	16.88%
Other minority	276	13.89%	234	13.91%
White	1,357	68.29%	1,164	69.20%

UCA Undergraduate (FT+PT)				
	2015		2020	
	Number	**Percent**	**Number**	**Percent**
Grand total	9,249		8,241	
Black	1,739	18.80%	1,368	16.60%
Other minority	1,026	11.09%	1,101	13.36%
White	6,484	70.10%	5,772	70.04%

UCA Graduate (FT+PT)				
	2015		2020	
	Number	**Percent**	**Number**	**Percent**
Grand total	1,782		1,637	
Black	174	9.76%	154	9.41%
Other minority	95	5.33%	137	8.37%
White	1,513	84.90%	1,346	82.22%

UCA Total Enrollment				
	2015		2020	
	Number	**Percent**	**Number**	**Percent**
Grand total	11,031		9,878	
Black	1,913	17.34%	1,522	15.41%
Other minority	1,121	10.16%	1,238	12.53%
White	7,997	72.50%	7,118	72.06%

Arkansas Public 4-Year Universities (excluding UCA and UAPB) Total Enrollment				
	2015		2020	
	Number	**Percent**	**Number**	**Percent**
Grand total	80,261		76,093	
Black	10,042	12.51%	8,636	11.35%
Other minority	10,145	12.64%	12,551	16.49%
White	60,074	74.85%	54,906	72.16%

As indicated by changes in the proportion of minority to white enrollees from 2015 to 2020, have fluctuated somewhat, but not remarkably. UCA's overall minority enrollments have become more similar to minority enrollment at other public four-year universities (excluding UAPB) in the state during this period. 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 overall in the five years reported here.

Graduation and Retention Rates (Goal 3)

One-Year Retention Rate

	2010 **Cohort**			2014 **Cohort**		
	Cohort	**Number**	**Percent**	**Cohort**	**Number**	**Percent**
Total Cohort	1,828	1,261	69.0%	2,154	1,560	72.4%
White	1,194	838	70.2%	1,328	1,002	75.5%
Black	373	232	62.2%	488	311	63.7%
Other minorities	133	115	86.5%	258	180	69.8%
All minorities	506	347	68.6%	746	491	65.8%

Graduation Rate – 150% Time

	2010 **Cohort**			2014 **Cohort**		
	Cohort	**Number**	**Percent**	**Cohort**	**Number**	**Percent**
Total Cohort	1,828	762	41.7%	2,154	985	45.7%
White	1,194	560	46.9%	1,328	681	51.3%
Black	373	93	24.9%	488	127	26.0%
Other minorities	133	50	37.6%	258	121	46.9%
All minorities	506	143	28.3%	746	248	33.2%

One-year retention rates for these cohorts show some gains overall and in the tracked categories except for "Other minorities." Graduation rates show gains overall and in all categories. Achievement gaps remain, and the university continues to address these gaps.

2. 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 table shows, UCA percentages of minority full-time faculty show no significant change in black faculty representation and a slightly larger (but still very small) decrease in other minority faculty representation. The percentage of white full-time faculty also decreased. (Note: Because of difficulty accessing recent national completer data, this year's report like last year's does not include that data or comparative comments based on such data.)

	UCA Full-Time Faculty			
	Fall 2015		**Fall 2020**	
	Number	**Percent**	**Number**	**Percent**
Total	547		525	
White	464	84.83%	434	82.67%
Black	23	4.20%	22	4.19%
Other minorities	50	9.14%	46	8.76%
All minorities	73	13.35%	68	12.95%

3. 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				
	Fall 2015		Fall 2020	
	Number	**Percent**	**Number**	**Percent**
Total	432		450	
White	343	79.40%	354	78.67%
Black	59	13.66%	63	14.00%
Other minorities	19	4.40%	26	5.78%
All minorities	78	18.06%	89	19.78%

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**	
	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. (The Census Bureau has discontinued this tool, and we have not found newer available data).

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				
	Fall 2015		Fall 2020	
	Number	**Percent**	**Number**	**Percent**
Total	515		398	
White	411	79.81%	328	82.41%
Black	75	14.56%	40	10.05%
Other minorities	28	5.44%	29	7.29%
All minorities	103	20.00%	69	17.34%

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 2019–2020

The University of Central Arkansas (UCA) holds diversity and community as core values. UCA's commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust. These tenets include the recruitment and retention of individuals from historically underrepresented groups in higher education as students, staff, and faculty.

UCA seeks to foster an environment where everyone feels *visible, valued, and validated* in an inclusive academic, professional, and social setting that affords goal attainment and University affinity. To fulfill these aspirations, UCA has adopted an expanded outlook for embracing difference that includes the tenets of diversity, belonging, inclusion, and equity (DBIE). A description of these principles follows:

DIVERSITY: UCA gives attention to representation as measured quantitatively.

BELONGING: It is the aim of UCA for all individuals to feel welcome across differences.

INCLUSION: UCA aspires toward inclusive excellence by involving diverse communities in decision-making that have an impact on policies, procedures, and practices of the campus.

EQUITY: The UCA community collaborates to alleviate gaps, disparities, and disproportionalities, and to remove the predictability of outcomes for historically underrepresented groups.

This report provides a portrait of the 2020/2021 programs of the Office of Institutional Diversity and Inclusion (IDI), the Office of Diversity and Community (ODC), and the Office of University Training (UT) in addition to cross-campus initiatives and collaborations that make a collective, positive impact on diversity, belonging, inclusion, and equity. Some initiatives may be cross listed due to partnerships.

A. General Campus Initiatives

Affirmative Action Statement and Process: 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 by reviewing applicant pools and approving candidates for interview.

Bear Essentials Food Pantry: Any current UCA employee or student may come to 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.

The Center for Excellence in Teaching and Academic Leadership (CETAL): This center has a strong relationship with IDI and offers professional development opportunities that engage faculty in the science of learning, inclusive pedagogies, and other facilitation practices to serve a diverse student body. Due to

the pandemic, all events convened on Zoom. The only expenditures were for book purchases and the Teaching Excellence Institute. The following sessions enrolled over 300 registrants during this academic year:

Event Title	**Sponsor(s)**	**Budget**
From #BlackatUCA to Antiracist Pedagogies (Workshop)	CETAL/IDI	$0
Unintended Offenses: Making Your Classrooms Safe from Microaggressions (Workshop)	CETAL/IDI	$0
Inclusive Pedagogies and Learning Communities (Workshop)	CETAL/ Learning Communities	$0
Dialect Differences versus Errors in Student Writing (Workshop)	CETAL	$0
Diversity Detox: An Introduction to Diversity Science (Workshop)	CETAL	$0
LIVED EXPERIENCES SERIES: The Policing of Black Students' Experiences (Workshop)	CETAL/IDI	$0
Teaching to Transgress Book and March Graphic Novel Series Discussion (Book Group)	CETAL	$0
White Like Me (Book Group)	CETAL	$0
How to Be an Antiracist (Book Group)	CETAL	$0
Restorative Justice Principles and Practices (Learning Community)	CETAL	$0
Critical Service-Learning & Decolonizing Community Engagement (Book Group)	CETAL/ Service-Learning	$0
Toward (More) Inclusive Pedagogies (Workshop)	CETAL	$0
Creating Community with Your Students (Workshop)	CETAL	$0
Building Antiracist White Educators (BARWE) (Learning Community)	CETAL	$0
We Want to Do More Than Survive (Book Group)	CETAL	$0
Algorithms of Oppression (Book Group)	CETAL	$0
Black Fatigue (Book Group)	CETAL	$0
Black Voices and Antiracist Futures (Book Group)	CETAL	$0
Fall 2020 & Spring 2021 Book Groups	CETAL	$ 1,852.00
Teaching Excellence Institute	CETAL	$13,350.00
Total budget		**$15,202.00**

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.

Conway Conversations: The mission is to provide a space for members of the UCA campus and Conway communities to come together and engage in conversation about social issues affecting a cross section of community members. Their initiatives are included below:

Event	Sponsor	Budget
Where Do We Go From Here? A Conversation in the Aftermath of the Death of George Floyd	Outreach and Community Engagement	$0
Confederate Monument Panel and Discussion	Outreach and Community Engagement	$0
From Strangers to Neighbors	Outreach and Community Engagement	$0
National Day of Racial Healing	Outreach and Community Engagement	$0
This Book is Anti-Racist and Stamped Book Discussions	Outreach and Community Engagement/UCA Foundation Grant	$1,231.30
Total		**$1,231.30**

Counseling Center: This center offers a wide range of mental health services, including consultations, to currently enrolled UCA students, to meet the needs of UCA's vibrant, diverse community. The center provides a wide variety of training including Safe Zone, Sexual Assault Awareness, and Coping with Loss. Other services include the facilitation of identity-based focused groups.

Curriculum: UCA offers a variety of undergraduate and graduate level diversity courses and programs that help students understand and interact with a host of individuals that have different lived experiences. As an example, UCA offers a residential college—Muse@Short/Denney—that helps students use interdisciplinary curricula to become dynamic and passionate, global citizens.

Department of Student Transitions: This department delivers transition-to-college courses that intervene to reinforce academic and noncognitive skills.

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. The focus areas of diversity are recruitment and retention, knowledge, and support.

Gender Inclusive Restrooms: Situated throughout campus, these facilities serve individuals and families as they are not gender-based.

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. The Office of Human Resources is also working to redesign its website to highlight UCA's commitment to inclusive hiring.

International Education and Engagement (IEE): This office coordinates the International Student and Scholars Program, the Intensive English Program, the Study Abroad Program, and the UCA Confucius Institute. IEE has also launched a Global Learning Institute to prepare faculty fellows to collaborate between nations through a Collaborative Online International Learning (COIL) consortium. Through this program, students and professors come together across cultures to learn, discuss, and collaborate as part of their classroom experience.

Lactation Suites: These spaces are convenient, private, sanitary, and comfortable for nursing mothers to express, collect, and/or store breast milk. There is no fee for the use of any UCA Lactation Suite.

Residential Colleges: The department offers a *unique living & learning community experience specially designed for making memories, making friends, and making the grades.* During this academic year, Residential Colleges facilitated a course to African American male students who participated in the Project X Early Arrival Program.

Special Focus: When certain topics rise to the level of requiring emphasis, the campus gathers to learn collectively. Due to the pandemic, all events convened on Zoom, incurring no costs. The campus engaged in the following events during this academic year:

Event	**Sponsor**	**Budget**
Exploring UCA's Demographic Data	IDI/DAC	$0
Purple Table Talk: A Year Like No Other	IDI	$0
The Journey to Racial Identity	IDI/DAC	$0
UCA African Faculty & Staff Check-In	IDI	$0
UCA African American Faculty & Staff Check-In	IDI	$0
UCA Asian Community Check-In	Office of the President	$0
UCA Asian Faculty & Staff Check-In	IDI	$0
UCA Hispanic Faculty & Staff Check-In	IDI	$0
Total		**$0**

Student Services: This division coordinates approximately 200 Registered Student Organizations (RSOs) that range from academics/honors and religious to service and special interests. Quite a few are cultural and/or multicultural. Included in UCA's robust Greek community are seven traditional African American fraternities and a Latina sorority. The Student Government Association 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 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.

UCA Women's Leadership Network: This network is open to all. It primarily supports women who are seasoned or aspirant leaders in the home, at work, or in the community. The network provides personal and professional development opportunities and cultivates connections for women from various backgrounds, in Conway and in surrounding areas.

Women in Academic Leadership Learning Community: This is an open community that primarily serves as a forum for women, in Academic Affairs and beyond, to gather and develop as leaders.

B. 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 diverse and inclusive 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. Most meetings and events convened via Zoom, absent any extra costs. This academic year, IDI engaged in the following wide range of activities.

IDI Initiatives

Affinity/Resource Groups: IDI coordinates opportunities to cultivate community, offer professional development, fellowship, and informal mentorship for historically underrepresented faculty and staff. Current groups include African, African American, Asian, Latina/Latino/Latinx, and LGBTQ+.

Campus Climate Survey: IDI 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 asks questions from several factors: 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 and attending training; overall learning; and overall satisfaction.

Coaching Circle: Offers connective and collective learning opportunities for leadership development and practice.

Diversity Advisory Committee: 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 (SGA), the Faculty Senate, and the Staff Senate. DAC also has representation from the Board of Trustees, alumni, 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. The DAC adds and deletes subcommittees based on campus needs. DAC committee members and other campus experts participated in the following subcommittees this academic year:

- Belonging Among Commuter, Nontraditional, and Online Students

- Black Men's Experience at UCA
- Campus Climate Survey
- Community Policing
- Diversity and Inclusive Excellence Award
- Diversity Key Performance Indicators
- Diversity Strategic Plan
- Immigrant Experience at UCA
- Institutional Diversity and Inclusion Grant Program
- Lactation Suites
- LGBTQ+ Advisory
- Political and Religious Acceptance at UCA
- Strategies for Targeting Academic Representation

Diversity After Hours: Events that help to alleviate isolation, promote fellowship, and cultivate community.

Diversity Awards: The Diversity and Inclusive Excellence Award recognizes individuals who demonstrate a commitment to diversity and inclusive excellence on and/or off campus. These individuals have made a significant impact related to the University's core values of diversity including (a) recruitment and retention of a diversified body of students, faculty, and staff; (b) support of the diverse needs of the students we serve; and/or (c) enhancement of interactions in a global community. The Outstanding Diversity Outreach by a Student Award recognizes a student whose commitment to diversity and inclusive excellence on campus and/or off campus has made a significant impact in a positive way. The Office of Student Life coordinates this award.

Event	**Sponsor**	**Budget**
Faculty/Staff Award	IDI	$1,353.00
Student Award	Office of Student Life	$ 30.00
Total		**$1,383.00**

DBIE Consultation: Collaborate with programs, departments, colleges and divisions for solutions and advancement on matters of diversity, belonging, inclusion, and equity.

Diversity, Equity, Civility Concern: This process allows for any student, faculty, staff, or campus guest to report acts of discrimination, inequities, or incivility occurring in the UCA community.

Diversity and Inclusion Awards and Recognition: UCA is honored with national and state recognition for its advancement in the work of diversity, belonging, inclusion, and equity.

Diversity Strategic Plan: This is the reporting process for documenting the University's efforts in DBIE. During the 2019/2020 academic year, 42 different departments/units/programs reported 165 activities, initiatives, or actions that are consistent with UCA's diversity, belonging, inclusion, and equity ideals.

Diversity Website: IDI updates the diversity website (www.uca.edu/diversity) as needed as it serves as a center point for DBIE initiatives and opportunities. The primary links on the website are as follows:

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

Faculty of Color Retreat: IDI hosts this event to enhance the retention and development of black, indigenous, and people of color (BIPOC) who are underrepresented members of the UCA faculty community.

Faculty Recruitment: IDI participates in activities to attract a more diverse body of faculty.

Institutional Diversity and Inclusion Grant Program: This initiative offers mini grants to faculty, staff, administrators, students, departments, colleges, divisions, and UCA Registered Student Organizations in support of initiatives that actualize diversity, belonging, inclusion, and equity. This academic year, IDI only funded nine grants due to pandemic-related, restricted travel.

Event	Sponsor	Budget
Departmental/College Grants	IDI	$0
Faculty/Staff Grants	IDI	$384.00
Total		$384.00

Minoritized Faculty Mentoring Initiative: IDI coordinates a program to match senior members of faculty with junior members of faculty for mentor/protégé activities that promote a sense of belonging and socialization in the academic community as well as provide guidance in the critical components of faculty success.

Navigating Diversity in Search Committees: An array of professional development designed to provide strategies to recruit a diverse body of faculty, staff, and student employees. Content includes information to consider before, during, and after the process such as demographic audits, committee charge, selection criteria, inclusive language, inclusive position descriptions, extending the net beyond traditional avenues, inclusive interviewing process and dialogue, and onboarding.

IDI Events

While IDI offers the campus community opportunities to learn more about diversity, belonging, inclusion, and equity, IDI continues to give specific attention to the recruitment, retention, and development of historically underrepresented faculty to alleviate race-based, student-to-faculty disproportionalities, to increase leadership participation among historically underrepresented individuals, and to address the

needs of LGBTQ+ faculty and staff. IDI also facilitates a variety of DBIE sessions by request. Activities for the academic year were as follows:

Event	Sponsor	Budget
Black Male Experience Report	University Training	-
Conway Area Youth Leadership Institute (CAYLI) Youth Leadership Education Day	CAYLI	-
Campus Climate Survey Administration	Office of the President/IDI	$2,000.00
Classroom Diversity Panel	Office of Student Success	-
Coaching Circle	IDI	$0
Communication and Coaching - Leadership Series	University Training	-
Crafting a Position Description to Increase and Diversify your Applicant Pool	Office of the Provost/IDI	$0
Diversity Panel	Housing	-
Faculty of Color Retreat	IDI	$499.00
Identifying and Managing Unintended Offenses	Film, Theatre & Creative Writing	-
Inclusive Pedagogies	Nutrition and Family Sciences	-
Intentional and Inclusive Leadership	Women's Leadership Network	$0
LGBTQ+ Affinity-Resource Group	IDI	$0
Minority Faculty Mentoring Initiative: Invitation Meeting, Match Day, Mentor Meeting, Protégé Meeting	IDI	$0
Navigating Diversity in Search Committees	General Counsel/HR/IDI/Office of the Provost	$0
Recruitment at the SREB: Compact for Faculty Diversity Conference	Office of the Provost/IDI	$700.00
Self-Awareness - Leadership Series	University Training	-
SGA: Advocacy for All Students	SGA/IDI	-
Social Justice: The Journey to Here	Athletics/IDI	-
The Academic Network	IDI	$1,200.00
The Inclusive Interview Process	Office of the Provost/IDI	$0
Total		**$4,399.00**

IDI Events/Initiatives for Undergraduate Students

The Academic Bridge Connection (ABC) Center and Program offers presentations and a quiet place to study and learn. The center offers computers, printing and copy services, mobile charging stations, and books. The Community and Race Oral History Project, an externally funded initiative, afforded four undergraduate students the rich opportunity to become project interns and interview an intergenerational,

cross-section of African American community leaders who shared their lived experiences of Conway, Arkansas. The interns collaborated with UCA faculty internship coordinators, community liaisons, field supervisors, and UCA staff. With a focus on academic success, IDI engaged undergraduate students, this academic year, through the following presentations and initiative:

Event	Sponsor	Budget
Community and Race Oral History Project	Woods Family Foundation, Bunny Adcock, Board of Trustees	$8, 368.00
Community Policing	Athletics/IDI	$0
How to Become a Police Officer	IDI/UCAPD	$0
The Journey from College to Law School	IDI	$0
Total		**$8, 368.00**

IDI Events for Graduate Students

IDI works with and advises the Black Graduate Student Association (BGSA), which provides community and professional development to graduate students from the African diaspora. The following are presentations from this academic year:

Event	Sponsor	Budget
BGSA Virtual Social	IDI	$0
Mental Health & Wellness in Grad School	IDI	$0
Work/Life Harmony in Grad School	IDI	$0
Total		**$0**

Community Outreach

Amigo Fest: Roughly 150 individuals from Central Arkansas were on the UCA campus for the event.

Arkansas Black Hall of Fame: UCA supports the annual event that celebrates native African American Arkansans who have reached the pinnacle of their respective professions.

League of United Latin American Citizens (LULAC): UCA continued to support LULAC's annual gala. Several of UCA's Latinx students received scholarships at this event. Parents of the students and UCA staff were present to honor students at the gala.

Minority Vendor Partnership Initiative (MVPI): After conducting the Businesswomen of Color in Arkansas qualitative research study, the lead investigator, a member of the MVIP committee and the Women's Foundation of Arkansas hosted a session to unveil the results of the study. This investigation provided insight on how the State might support participants' efforts to start, fund, maintain, and grow successful businesses in Arkansas. The lead investigator continues to make presentations on the outcomes of the study. In collaboration with UCA's Division of Outreach and Community Engagement, the committee also hosted the Minority Business Workshop Series for minority business owners in Arkansas that include people of color, service-disabled veterans, and women.

Event	Sponsor	Budget
Amigo Fest	ODC/IDI	$12,308.00
e-Commerce 101	MVPI/Outreach & Community Engagement	$0
LULAC	UCA Foundation	$ 2,500.00
Minority Vendor Partnership Initiative	Women's Foundation of Arkansas	$6,740.00
Side Hustle Game	MVPI/Outreach & Community Engagement	$0
Solopreneurship	MVPI/Outreach & Community Engagement	$0
Total		**$21,548.00**

C. 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*. ODC invites student feedback for their Signature Programs to ensure that ODC is meeting the needs of the students.

Key initiatives include the Black Male Achievement Challenge (B-MAC), Latinx/Hispanic Outreach Initiative, Minority Mentorship Program (MMP), Project X: Early Arrival Program, and Women of Excellence (WOE).

For assessment purposes, the following information is important to note:

- UCA tracks retention rates by Full-Time, First-Time Degree-Seeking Undergraduates. Retention rates for fall 2020 to fall 2021 were not available at the time of this report. Fall 2020 to spring 2021 rates have been provided.
- UCA applies the Satisfactory Academic Performance (SAP) metric to determine student progress towards the degree. SAP is defined as earning 67% of hours attempted with a minimum undergraduate cumulative GPA of 2.0 or earning an undergraduate degree.
- The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student. Some data cannot be published in this report due to this law's protection against identifying certain student outcomes for small groups of students.
- ODC identified select initiatives as Signature Programs based on their impact on sense of belonging and community, leadership development, career outcomes, and a focus on academic success. Programs and events identified as Signature Programs were assessed for behavioral outcomes at the end of the semester with follow-up data (obtained through student support offices or through follow-up surveys focused on behavioral objectives).

Black Male Achievement Challenge (B-MAC)

The Black Male Achievement Challenge is open to all and began during academic year 2013/2014. It provides targeted intervention, critical socialization, bridge services, and enriching educational experiences for historically marginalized men of color. At UCA, black men have, historically, graduated at a rate lower than any other student community, demographically. During the 2020/2021 academic year, students experienced programs that focused on student success, inside and outside the classroom and served as diversity ambassadors for the department. The variety of social, cultural, and educational events in which the young men actively participated are listed below:

2020-2021 B-MAC Activities

- #UCA24 Virtual Day Party (2 sessions)
- B-MAC Kick-Off : Game Night
- Barbershop Talk Series (4 sessions)
- College Day ’20: Different but Doable (True Holiness)
- Conway Daze RSO Fair
- Donation Drive Community Service Project
- Gentlemen’s Brunch
- Let’s Talk About It: An Open Discussion
- Monthly Mass Meetings
- Networking with a Pro: From Athletics to the Boardroom
- Virtual Museum of Notable Figures Black History Month Program
- What is YOUR Voting Plan? Voter Registration and Awareness
- When Grown Folks Talk: Part II

Program Impact and Student Evaluations of B-MAC

B-MAC Cohort	# of Students	Retention Fall 2020 to Spring 2021	SAP Fall 2020
2020	19 (Retention) 81 (SAP)	Higher than comparison group*	71.6%
Black Males - 2020 (Comparative Group)	109 (Retention) 519 (SAP)	78%	61.5%

* These data are protected by Federal Law (FERPA) from release to the public.

Performance and retention data for the program show that B-MAC participants had higher retention and SAP rates than the non-participating Black Males across the academic year. Participants rated the Signature Program that focused on networking with career professionals as a positive experience with ratings of 5 out of 5 (1 = Poor to 5 = Excellent). Participants in the Signature Program also engaged in other networking behaviors and activities; for instance, 60% of participants sent emails to professionals in

their field, 100% of participants attended a social event hosted by a business or organization related to their career, and 90% attended a conference or a workshop relevant to their career.

Latinx/Hispanic Outreach Initiative

This initiative is open to all and started during academic year 2013/2014. It primarily focuses on assisting the Latino Student Association (LSA) and Hermandad de Sigma Iota Alpha, Inc. As part of ODC, the initiative includes service to the ENGAGED initiative for Latinx students, which is powered by UCA Career Services; direction for various departmental events; leadership for the Diversity Advisory Committee's Immigrant Experience Sub-Committee; collaborative programming efforts with the UCA Office of International Education and Engagement; and facilitation of a weekly Women of Color Process Group in partnership with the UCA Counseling Center. UCA's Latinx student community had opportunities to lead and actively participate in a variety of social, cultural, and educational events. Please see the list of events below:

2020-2021 LSA Activities

- #UCA24 Virtual Day Party (2 sessions)
- Amigo Fest
- Bi-Monthly Latino Student Association Meetings
- Bobby Gonzalez: Indigenous Heritage of Latinos
- Colorism: Collective Conversations
- Conway Daze RSO Fair
- Game and Trivia Nights
- Latinx Graduation Celebration
- LULAC Scholarship Gala
- March to the Polls Voter Registration Event
- Paint your Nationality/Flag (collaboration with the Diversity Advisory Committee)
- Rafael Matos: Borders Not Walls: Confronting Bias in Your Community
- Salsa Dance Night
- Sugar Skull Decorating – Day of the Dead Celebration
- UCA Latinx Alumni Panel: Life After College
- Virtual Vision Board Party
- What is YOUR Voting Plan? Voter Registration and Awareness
- What's Next? Grad School Talk

Program Impact and Student Evaluations of LSA

LSA Cohort	# of Students	Retention Fall 2020 to Spring 2021	SAP Fall 2020
2020	11 (Retention) 35 (SAP)	Higher than comparison group*	Higher than comparison group*
Hispanic Students (Comparative Group)	124 (Retention) 496 (SAP)	87.9%	76.8%

* These data are protected by Federal Law (FERPA) from release to the public.

Performance and retention data for the program reveal that LSA participants had higher retention and SAP rates than their Latinx/Hispanic counterparts within the last academic year. LSA participants enjoyed and appreciated the Fall 2020 Signature Program focused on voting and civic engagement as evidenced by ratings of 5 out of 5 (1 = Poor to 5 = Excellent). Participants commented the following as the most memorable and helpful things about the Signature Program:

> *Being able to file my absentee voting paper on site!*
>
> *I really like how the guest speaker provides time for us to explore resources available to us.*
>
> *I gained more knowledge about who my possible candidates were and how to access that information online. Before being informed, I was unaware of such access.*

LSA participants also enjoyed and appreciated the Spring 2021 Signature Program focused on graduate school as evidenced by ratings of 4.5 out of 5 (1 = Poor to 5 = Excellent). Participants also engaged in online research to search for graduate programs and sent emails to contacts at graduate programs. Additionally, three participants were planning visits to graduate programs in the near future while one participant had applied to a graduate program.

Minority Mentorship Program

The Minority Mentorship Program (MMP) was initiated in 1991 and is open to all students. MMP puts forth pointed efforts to increase the freshmen 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. Mentees and mentors actively participated in a variety of social, cultural, and educational events as listed below:

2020-2021 MMP Activities

- #UCA24 Virtual Day Party (two sessions)
- Bear Essentials Pantry Food Drive Community Service
- College Day ’20: Different but Doable (True Holiness)
- Conway Daze RSO Fair

- Game and Trivia Nights
- MMP Executive Board and Mentor Recruitment
- MMP Fall Training
- Monthly Executive and Mentor Meetings
- Networking with a Pro: From Athletics to the Boardroom
- Transitions Week
  - Virtual Aux Cord Wars
  - Mentor Mayhem
  - Motivational Monday and Multicultural Freshman Dinner with the Provost
  - Mentee-Mentor Pairing Day
- Virtual Trap & Paint Experience
- Virtual Museum of Notable Figures Black History Month Program
- What is YOUR Voting Plan? Voter Registration and Awareness

Program Impact and Student Evaluations of MMP

MMP Cohort	# of Students	Retention Fall 2020 to Spring 2021	SAP Fall 2020
2020	90 (Retention) 166(SAP)	Higher than comparison groups*	80.1%
Asian Students Black Students Hispanic Students (Comparative Groups)	33(Retention)/173(SAP) 283(Retention)/1,340(SAP) 124 (Retention)/496(SAP)	87.9% 79.5% 87.9%	87.9% 67.0% 76.8%

* These data are protected by Federal Law (FERPA) from release to the public.

Performance and retention data for the program show that MMP participants had higher retention rates than their non-participating counterparts and an acceptable SAP rate within the last academic year. Participants enjoyed and appreciated the Fall 2020 Signature Program focused on helping first-year students transition to the UCA campus and finding community within campus organizations as evidenced by ratings of 4 out of 5 (1 = Poor to 5 = Excellent). Select comments provided by attendees are listed below.

Amazing! Keep doing great work!

A very special program that has accepted me with open arms!

I think this is a great program for minority students to meet other people and not be afraid to be there for someone.

Additionally, at the end of the Fall 2020 semester, 45% of participants reported using instructor office hours often, emailing instructors often, and talking with their instructors before or after class occasionally.

Project X: Early Arrival Program

This program was launched in August 2016 and is open to all students. Project X is under the auspices of the Black Male Achievement Challenge (B-MAC) to give historically underrepresented male students of color a targeted introduction to their UCA academic journey. Project X aims to impact student success through building community and increasing sense of belonging. Project X makes students aware of campus resources in addition to 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, a student services luncheon, and team building.

In addition to the Project X: Early Arrival Program experiences, the young men participated in a variety of social, cultural, and educational events during the academic year. Please see the list of events below:

2020-2021 Project X Activities

- Academic Workshops
- Ambassador Training
- Bowling Excursion
- Brotherhood Bonding and Team Building
- College Day ’20: Different but Doable (True Holiness)
- Project X First Year Seminar taught through the EDGE Residential College
- Ropes Course Activity
- Social Media Campaign featuring Instagram Live Conversations with X-Men Alumni

Program Impact and Student Evaluations of Project X

Project X Cohort	# of Students	Retention Fall 2020 to Spring 2021	SAP Fall 2020
2020	19 (Retention)/22 (SAP)	84.2%	Higher than first comparative group*
Black Males - 2020 Hispanic Males – 2020 (Comparative Groups)	283 (Retention)/519 (SAP) 46 (Retention)/186 (SAP)	79.5% 91.3%	61.5% 74.2%

* These data are protected by Federal Law (FERPA) from release to the public.

Performance and retention data for the program divulge that Project X participants had higher retention and SAP rates than their Black counterparts within the last academic year. Also, participants, overwhelmingly, rated the Early Arrival Program as a positive experience with ratings of 4.89 out of 5 (1 = Poor to 5 = Excellent) during fall 2020 and with comments such as:

It was absolutely the best introduction into college.

It was wonderful one-of-a-kind experience.

This is the best experience as an incoming freshman.

I got really close with everyone.

This program helped me be more comfortable about choosing UCA over any other school!

It is a Great program for us men of color.

Great; loved connecting with the ambassadors; feel like I have big brothers now.

Best way to start college.

Overall, it was the best thing I've ever done with friends, loved it.

Very good way to meet new people.

Eye opening

Enjoyed it all; made new friends and a new support system.

Additionally, the program achieved its objectives across the reporting year as evidenced by the five most repeated themes/topics identified by participants:

- Academic Success
- Success at UCA
- Campus Resources
- Leadership
- Transition to College

Women of Excellence

Women of Excellence (WOE) is open to all and commenced 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 2020/2021 academic year, students experienced programs that focused on living purposefully, mental health, professional impressions, and relationships. In addition to these topics, the young women had opportunities to actively participate in a variety of social, cultural, and educational events as follows:

<u>2020-2021 Women of Excellence Activities</u>

- #UCA24 Virtual Day Party (two sessions)
- Big or Small: Save Them All: Breast Cancer Awareness

- College Day '20: Different but Doable (True Holiness)
- Fall Kick-Off: Think Like a Goal Digger
- General Body Meetings
- Let's Talk: Mental Health Awareness
- Monthly Executive Board Meetings
- Netflix Movie Watch Parties: *Becoming*, *Self-Made*, and *This Christmas*
- Networking with a Pro: Women's Entrepreneur Edition
- Virtual Museum of Notable Figures Black History Program
- Virtual Vision Board Party '21
- What is YOUR Voting Plan? Voter Registration and Awareness
- When Grown Folks Talk: Part I and II
- Women's History Month Tea

Program Impact and Student Evaluations of WOE

WOE	# of Students	Retention Rate Fall 2020 to Spring 2021	SAP Rate Fall 2020
2020 Cohort	16(Retention)/60(SAP)	93.8%	Higher than comparison groups*
Black Women Hispanic Women (Comparative Groups)	174(Retention)/821(SAP) 78(Retention)/310(SAP)	80.5% 85.9%	70.5% 78.4%

* These data are protected by Federal Law (FERPA) from release to the public.

Performance and retention data for the program reveal that WOE participants had higher retention and SAP rates than their non-participating counterparts within the last academic year. Participants rated the Signature Program that focused on networking as an entrepreneur as a positive experience with ratings of 5 out of 5 (1 = Poor to 5 = Excellent) during Spring 2021 with comments such as:

> *It's hard to narrow it down to one thing but I learned about how important networking is and to utilize friendships to further each other's careers is an option that I didn't really think of before.*
>
> *Being an entrepreneur is not easy. It takes a lot of hard work and having to step out of your comfort zone.*
>
> *Very good advice and knowledge gained.*

2020–2021 Office of Diversity & Community Activities

- #UCA24 Virtual Day Party (two sessions)
- Homecoming Week Event Committee
  - Virtual Boom Boom Bingo

  - Banner Competition
- Griot Society Seminars and Induction Ceremony
- LGBT History Month
  - National Coming Out Tabling Event
  - Coming Out Process Student Panel
  - The PrOudDCAST
- LGBTQIA+ Lavender Graduation Celebration
- Latinx Graduation Celebration
- MLK Prayer Breakfast
- Minority Graduation Celebration (Fall and Spring)
- Networking with Pro Series
  - Tech Edition
  - Entrepreneur Edition
  - Athletics to the Boardroom Edition
- Project BTG: International Fashion Show
- UCA Day of Giving Featured Fund
- Virtual Academic Achiever Celebration
- Virtual Museum of Notable Figures Black History Program
- Women's Spring Tea

In addition to the totals below which were paid from the Diversity and Community departmental and foundation budgets, the department received funding in the following amounts to assist with Latinx programming, $8,500; the First Year Multicultural Dinner, $1,696; MLK Prayer Breakfast, $1,450; and the #UCA24Day Party, $500.

ODC Programming Expenses

Event	**Budget**
#UCA24 Day Party	$2,450.00
Black History Museum	$ 427.00
Black Male Achievement Challenge	$4,208.00
Griot Society	$ 207.00
Image Awards	$3,410.00
Latinx Programming	$1,280.00
LGBTQIA+ Programming	$ 876.00
Minority Graduation Celebrations	$1,738.00
Minority Mentorship Programming	$5,183.00

Event	Budget
Project X: Early Arrival Program	$20,000.00
Students for the Propagation of Black Culture	$ 392.00
Women of Excellence	$2,180.00
Total (department and foundation)	**$42,351.00**
Grand Total (includes additional funds)	**$54,497.00**

D. 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, Customer Service, 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; 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 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. The following information represents the diversity-related enrichment seminars, while it also provides corresponding attendance and monetary investments.

Diversity - Faculty/Staff/Student/Department/Athletics

Annual On-Site Campus-Wide Diversity Seminars: These seminars educate employees on an important topic related to diversity. The 2020/2021 topic was *"Race Matters."* 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:

Event	Sponsor	Budget
Bear in Mind Session (s) Black Male Experience Report (29 attendees) Navigating Spirituality in Workplace (27 attendees) Being an Ally in Workplace (8 attendees)	University Training	$0
Campus-Wide 'Race Matters' 10 Sessions (109 attendees)	University Training	$0
Honors College Leadership (25 attendees)	University Training	$0
Nutrition and Family Sciences (14 attendees)	University Training	$0
SGA Forum and Facilitator – Race (40 attendees) SGA Diversity Committee (12 attendees)	University Training, SGA	$0
SOS Team Leaders/Directors (12 attendees) SOS (80 attendees)	University Training	$0
HPER Staff Intervention (3 attendees)	University Training	$0
Housing – Student Leadership (100 attendees)	University Training	$0
Upward Bound (17 attendees)	University Training	$0
LGBTQ+ Safe Zone (31 attendees)	University Training	$0
Minority Mentoring in Healthcare (20 attendees)	University Training	$0
OT Faculty and First Year Students (48 attendees)	University Training	$0
PT Third-Year Students (54 attendees) PT Dept Employees (40 attendees)	University Training	$0
IDEAL Leadership (40 attendees)	University Training	$0
UCA Track Team (37 attendees)	University Training	$0
Total - 746 On-Site Attendees		

Online training: In 2009, UCA began offering online education seminars for employees. UCA employees completed **1,733** sessions of online Diversity education during this academic year.

SafeColleges Online	Sponsor	Budget
Diversity, Harassment, Title IX, Child Abuse, FERPA, IT Security Seminars	University Training	$40,000

Harassment - Faculty/Staff/Students/Department/Athletics

Annual On-Site Campus-Wide Harassment Seminars: These seminars educate employees on the important topic of workplace harassment prevention, which includes modeling professional behavior and respect in the midst of individual differences. UCA's core value of diversity plays a key role in the seminar's exercises and discussion.

Event	Sponsor	Budget
Campus-Wide Workplace Harassment, 10 Sessions (73 attendees)	University Training	$0
Dating Violence Domestic Program (15 attendees)	University Training	$0
Family & Consumer Science (22 attendees)	University Training	$0
Honors College Leadership (25 attendees)	University Training	$0
Total - 135 On-Site Attendees		

Online training: In 2009, UCA began offering online education seminars for employees. UCA employees completed **1,704** sessions of online Harassment Prevention education during this academic year.

SafeColleges Online	Sponsor	Budget
Diversity, Harassment, Title IX, Child Abuse, FERPA, IT Security Seminars	University Training	See Online Diversity Costs

E. External Diversity Award

2020: The League of United Latin American Citizens (LULAC) Council 750 Little Rock, Arkansas designated UCA as a *Latino Destination Campus*. Over the years, UCA has received several awards from LULAC.