

UNIVERSITY OF CENTRAL ARKANSAS

Minority Recruitment and Retention Report

submitted to the

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

June 30, 2022

I. BY THE NUMBERS

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

Reporting term: Fall 2021

Race	Number	Percent
Total enrollment	10,105	
American Indian	32	0.32%
Asian	221	2.19%
Black	1,498	14.82%
Hispanic	589	5.83%
Native Hawaiian/Pacific Islander	9	0.09%
Two or more races	433	4.29%

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

Reporting term: Fall 2021

Race / Position	Faculty	Archivists/Curators/Museum Techs	Librarians	Library Techs	Educational Services Occupations (Academic, Affairs, Student, Other)	Management Occupations	Business/Financial Operations Occupations	Computer/Engineering/Science Occupations	Community Service/Legal/Arts/Media	Healthcare Practitioners/Technical Operations	Service Occupations	Sales/Related Occupations	Office/Administrative Support Occupations	Natural Resources/Construction/Maintenance Occupations	Production/Transportation/Material Moving Occupations	Total number in minority group
American Indian	2			2		1			1							6
Asian	34				1	2	1		1		1		3			43
Native Hawaiian/Pacific Islander	2							1	1							4
Black	36			4	8	7	16	10	20	1	24		17	2	2	147
Hispanic	9				1	1		1	2		14		4	2		34
Two or more races	10				2	2		2	2		3		6	2		29
Minority employees in category	93			6	12	13	17	14	27	1	42		30	6	2	263
Total employees in category	684			22	85	103	79	74	118	11	149		165	69	13	1,580

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

Reporting term: Fall 2021

Race	FT Faculty
American Indian	0
Asian	31
Native Hawaiian/Pacific Islander	1
Black	25
Hispanic	8
Two or more races	10
Total minority full-time faculty	75
Total full-time faculty	532

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

Reporting term: Fall 2021

Race	PT Faculty
American Indian	2
Asian	3
Native Hawaiian/Pacific Islander	1
Black	11
Hispanic	1
Two or more races	0
Total minority part-time faculty	18
Total part-time faculty	152

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

Reporting term: FY 2021

Category	Count
Faculty	9
Library/Student/Academic Affairs/Other Education Services Occupations	2
Management Occupations	0
Business/Financial Operations Occupations	3
Computer/Engineering/Science Occupations	1
Community Service/Legal/Arts/Media	7

Category	Count
Healthcare Practitioners/Technical Occupations	0
Service Occupations	7
Sales/Related Occupations	0
Office & Administrative Support Occupations	9
Natural Resources, Construction, & Maintenance Occupations	0
Production, Transportation, & Material Moving Occupations	0

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

The following goals were established by the university in its current Minority Retention and Recruitment Plan.

GOAL 1 – Recruitment and Retention: We actively pursue and seek to retain a diverse student body, faculty, and staff.

- a. Increase recruitment and retention efforts to seek and retain a diversified student body.
- b. Increase recruitment and retention efforts to seek and retain a diversified staff.
- c. Increase recruitment and retention efforts to seek and retain a diversified faculty.

GOAL 2 – Support: We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.

- a. Increase support promoting innovative and responsive programmatic offerings that serve historically underserved members of the student body.
- b. Increase support promoting innovative and responsive programmatic offerings that serve historically underserved staff members in each division, college, and department.
- c. Increase support promoting innovative and responsive programmatic offerings that serve historically underserved faculty members in each division, college, and department.
- d. Increase support of diversity in the greater UCA communities.

GOAL 3 – Knowledge: We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

- a. Increase participation in learning opportunities that enhance interaction and understanding among diverse groups within the student body.
- b. Increase participation in learning opportunities that enhance interaction and understanding among diverse groups of staff.
- c. Increase participation in learning opportunities that enhance interaction and understanding among diverse groups of faculty.

Minority Enrollment (Goal 1)

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

Reporting terms: Fall 2016, Fall 2021

UCA Entering Freshmen (FT + PT)				
	Fall 2016		Fall 2021	
	Number	Percent	Number	Percent
Grand total	1,776		1,813	
Black	328	18.47%	338	18.64%
Other minority	237	13.34%	270	14.89%
White	1,211	68.19%	1,205	66.46%

UCA Undergraduate (FT + PT)				
	Fall 2016		Fall 2021	
	Number	Percent	Number	Percent
Grand total	8,996		7,893	
Black	1,606	17.85%	1,328	16.83%
Other minority	1,078	11.98%	1,109	14.05%
White	6,312	70.16	5,456	69.12%

UCA Graduate (FT+PT)				
	Fall 2016		Fall 2021	
	Number	Percent	Number	Percent
Grand total	1,786		1,782	
Black	182	10.19%	170	9.54%
Other minority	115	6.44%	175	9.82%
White	1,489	83.37%	1,438	80.64%

UCA Total Enrollment				
	Fall 2016		Fall 2021	
	Number	Percent	Number	Percent
Grand total	10,782		9,675	
Black	1,788	16.58%	1,498	15.48%
Other minority	1,193	11.06%	1,284	13.27%
White	7,801	72.35%	6,893	71.25%

As indicated by changes in the proportion of minority to white enrollees from Fall 2016 to Fall 2021, the student body is generally diversifying, particularly notable in increased proportions of non-black minority students.

Graduation and Retention Rates (Goal 1)

One-Year Retention Rate

	2011 Cohort			2015 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	1,940	1,361	70.2%	1,986	1,447	72.9%
White	1,274	909	71.4%	1,329	973	73.2%
Black	363	235	64.7%	333	238	71.5%
Other minorities	190	132	69.5%	271	191	70.5%
All minorities	553	367	66.4%	604	429	71.0%

Graduation Rate – 150% Time

	2011 Cohort			2015 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	1,940	800	41.2%	1,986	981	49.4%
White	1,274	574	45.1%	1,329	704	53.0%
Black	363	93	25.6%	333	121	36.3%
Other minorities	190	79	41.6%	271	122	45.0%
All minorities	553	172	31.1%	604	243	40.2%

One-year retention rates for these cohorts show gains for every group. Graduation rates show significant gains in each group, but troubling gaps between the groups remain.

Minority Faculty (Goal 1)

Reporting terms: As indicated

As the following table shows, the proportions of full-time white faculty and full-time minority faculty have changed very little between Fall 2016 and Fall 2021.

	UCA Full-Time Faculty			
	Fall 2016		Fall 2021	
	Number	Percent	Number	Percent
Total	545		532	
White	457	83.85%	438	82.33%
Black	25	4.59%	25	4.70%
Other minorities	54	9.91%	50	9.40%
All minorities	79	14.50%	75	14.10%

Minority Staff (Goal 1)

Reporting terms: As indicated

The IPEDS employment categories relevant to this goal are these:

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

Administration/Professional Staff				
	Fall 2016		Fall 2021	
	Number	Percent	Number	Percent
Total	457		470	
White	363	79.43%	378	80.43%
Black	65	14.22%	62	13.19%
Other minorities	23	5.03	22	4.68%
All minorities	88	19.26%	84	17.87%

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 2016		Fall 2021	
	Number	Percent	Number	Percent
Total	529		396	
White	413	78.07%	316	79.80%
Black	78	14.74%	45	11.36%
Other minorities	32	6.05%	35	8.84%
All minorities	110	20.79%	80	20.20%

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 2021–2022

The University of Central Arkansas (UCA) holds intellectual excellence, community, diversity, and integrity as core values. UCA's commitment extends to all levels to foster a climate of inclusive excellence. 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 and qualitatively.

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

INCLUSION: UCA aspires to include diverse communities and perspectives in decision-making that impacts UCA policies, procedures, practices, and experiences.

EQUITY: The UCA community collaborates to examine systems and structures to identify and/or address predictability in representation, outcomes, and experiences.

This report provides a portrait of the 2021/2022 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 some 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.

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. The following sessions enrolled over 89 registrants during this academic year although attendance was not recorded for all sessions:

Event Title	Sponsor(s)
Book Group: Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom	CETAL
Building Antiracist White Educators (BARWE) - 2 Events	CETAL
Considering the Implications of SCARF in Our Diversity and Inclusion Work	CETAL/IDI
Fulfilling Your Legacy as an Educator with ALL of Your Students	CETAL/IDI
Lived Experiences Panel: LGBTQ+ Student Populations	CETAL
Using Reflection Strategies to Foster Inclusive Learning	CETAL
Women in Academic Leadership Learning Community (WALL-C)	CETAL

Center for Global Learning and Engagement (CGLE): This office coordinates the International Student and Scholars Program, the Intensive English Program, the Study Abroad Program, and the UCA Center for Chinese Language and Culture. CGLE 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.

Centering Excellence Series and Conference: The College of Education hosts programming to engage participants in individual and collective action for explicit social change implemented into one's personal and professional life, as well as within organizational structures.

College Level Diversity: Each college engages in DBIE activities. 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. The first event featured UCA faculty and staff panelists whose perspectives ignited interactive small-group dialogue on the topic of revisiting broken systems. The second event discussed the Ukraine crisis and how we got here, what the conflict is about, how or when it will end, and how we can support those most affected. These sessions enrolled over 151 registrants during this academic year. Their initiatives are included below:

Event	Sponsor
National Day of Racial Healing 2022	Outreach and Community Engagement / UCA Division of Student Services
Crisis in Ukraine	Outreach and Community Engagement / UCA Division of Student Services

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 assists students in making a successful transition into college life by providing intentional support that helps them develop academic and personal confidence.

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 Library: Operational on five continents, this concept is a library of human beings, each representing a group in the community that is somehow exposed to stigma, prejudice, and/or discrimination. The Human Library aims to establish a safe conversational space where difficult questions are expected, appreciated and hopefully answered by the Human Book (volunteer from a stigmatized group) on loan.

It was developed to challenge societal prejudices wherever and for whatever reasons they occur, and to help people form a better understanding of those with whom they share their communities.

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.

Lactation Suites: There are currently six convenient, private, sanitary, and comfortable spaces located in the historic center as well as in the outlying areas of campus. Nursing mothers may express, collect, and/or temporarily store breast milk. There is no fee for the use of any UCA Lactation Suites.

Racial Equity Summit: The Center for Community and Economic Development hosted its second conference with the mission to be more intentional in designing content and moving the needle on equity and justice in Arkansas. This year, the topic included: the history of race/justice in Arkansas, sharing Black stories, best practices for diversity, equity, and inclusion in organizations and communities, and ways to create action at the local level.

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. This year, a student associate was assigned to live with and serve Project X in a residential college.

Schedler Honors College: Honors education empowers exceptional students to transform themselves and their world through a variety of program options. This year, the following programs were available to Honors students:

Event	Sponsor
Black History Month Mentor Programs	Honors College
Challenge Week	Honors College
Diversity Training For Faculty	Honors College
Honors College Freshman Identity, Diversity, and Inclusion Fall Retreat Program	Honors College
Tough Talks	Honors College
Town Hall Meeting	Honors College
Virtual Honors Preview Sessions (3)	Honors College
Women's History Month	Honors College

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 (WLN): This network primarily serves to elevate, empower, and embrace women from various backgrounds, in Conway and in surrounding areas, through professional development, hands-on experiences, and community service. This year, WLN launched its Women's Leadership Academy, a six-month program to equip future women leaders for excellence in the workforce.

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 (IDI)

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. This academic year, IDI engaged in the following wide range of activities.

IDI Initiatives

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. This year, a campus guest spoke at a Check-In for Asian American and Pacific Islander (AAPI) students. The ABC Center also secured additional externally funding for the Community and Race Oral History Project, which afforded two 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 worked with UCA faculty to complete the project.

Affinity/Resource Groups: IDI coordinates opportunities to cultivate community, offer professional development, and informal mentorship for historically underrepresented faculty and staff.

Black Graduate Student Association (BGSA): These sessions provide community and professional development to graduate students from the African diaspora.

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 awareness and education; learning and classroom experiences; 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, Belonging, Inclusion, & Equity Award
- Diversity Key Performance Indicators
- Diversity Strategic Plan
- Immigrant Experience at UCA
- Institutional Diversity and Inclusion Grant Program
- Institutional Diversity and Inclusion Website Subcommittee

- Lactation Suites
- Land Acknowledgement Ad Hoc Committee
- LGBTQ+ Advisory
- Policy / Program / Office Review Working Group
- Strategies for Targeting Academic Representation

Diversity After Hours: Such events alleviate isolation, promote fellowship, and cultivate community.

Diversity Awards: The Diversity and Inclusive Excellence Award: In 2021, UCA recognized an individual who demonstrated a commitment to diversity and inclusive excellence on and/or off campus. This individual has made a significant impact related to the university's core value of diversity. The Outstanding Diversity Outreach by a Student Award: In collaboration with Student Life, UCA also recognized a student whose commitment to diversity and inclusive excellence on campus and/or off campus has made a significant impact in a positive way.

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 Strategic Plan: This is the reporting process for documenting the University's efforts in DBIE. During the 2020-2021 academic year, 48 different departments/units/programs reported 173 activities, initiatives, or actions that are consistent with UCA's diversity, belonging, inclusion, and equity ideals. For the first, the report also indicates campus efforts in alignment with Diversity Key Performance Indicators.

Diversity Website: IDI updates the diversity website (<https://uca.edu/diversity/>) as needed as it serves as a center point for DBIE initiatives and opportunities. The website is under construction so that it may better serve as an instrument and hub for DBIE. The revised website will go live during Summer 2022.

Faculty Recruitment: IDI participates in activities to attract a more diverse body of faculty. Efforts include participation in the Compact for Faculty Diversity and the Academic Network.

Inclusive Hiring Series: This series provides an array of professional development designed to attract, affirm, and advance a diverse body of faculty, staff, and student employees. Learners are encouraged to consider the hiring process holistically - before, during, and after by writing inclusive position descriptions, extending the net beyond traditional avenues, engaging in inclusive interviewing processes, onboarding, and retaining high-performing employees.

Institutional Diversity and Inclusion Grant Program: This initiative offers mini grants to faculty, staff, administrators, students, departments, colleges, divisions, and Registered Student Organizations in support of initiatives that actualize diversity, belonging, inclusion, and equity. This academic year, IDI funded eleven grants: six faculty, three departments, and two students.

Minority 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 into the academic community and provide guidance in the critical components of faculty success.

IDI Events and Initiatives

IDI events and initiatives for the academic year were as follows:

Events / Initiatives	Sponsor
Asian American and Pacific Islander (AAPI) Faculty, Staff & Student Check-In	IDI
BGSA: Welcome Session	IDI
BGSA: Individual Development Plans: Mapping Out Your Path to Success	IDI
BGSA: Mentor Networks: The Value of Having Multiple Mentors	IDI
BGSA: Self-Reflection for Realization: Recognizing the Power of Reflection	IDI
BGSA: You're Not an Imposter! Fighting Feelings of Imposter Syndrome	IDI
Campus Climate Survey Administration	IDI/Office of the President
Classroom Diversity Panel	Office of Student Success/IDI
Coaching Circle	IDI
Cross Cultural Connection	IDI
Deeper Dive into Gateways to Completion (G2C) Data	IDI/Office of the Provost
Defusing Conflict in the Classroom and Office: Conversations and Strategies	Counseling Center/Dean Of Students/IDI/UCA PD
Inclusive Hiring Series: Crafting a Position Description to Increase and Diversity Your Applicant Pool	EEOC / HR / IDI / Office of the Provost
Inclusive Hiring Series: The Inclusive Interview Process	EEOC / HR / IDI / Office of the Provost
Inclusive Hiring Series: Recruitment Process	EEOC / HR / IDI / Office of the Provost
Inclusive Hiring Series: Retention of Employees Who Identify as Black, Indigenous, or People of Color	EEOC / HR / IDI / Office of the Provost
International Faculty & Staff Check-In	IDI
LGBTQ+ Affinity-Resource Group Welcome	IDI/DAC
Minority Faculty Mentoring Initiative: Invitation Meeting	IDI
Minority Faculty Mentoring Initiative: Match Day	IDI
Minority Faculty Mentoring Initiative: Mentor Meeting	IDI
Minority Faculty Mentoring Initiative: Protégé Meeting	IDI
What Everybody Wants	Alpha Sigma Alpha/IDI

Community Outreach

Amigo Fest: Roughly 250 individuals from Central Arkansas were on the UCA campus for this event that showcases and celebrates the Latinx community.

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

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

Minority Vendor Partnership Initiative (MVPI): The University of Central Arkansas honors Arkansas Act 1080 of 2017, entitled Minority and Women-Owned Business Economic Development Act, to include the participation of organizations owned and controlled by service-disabled veterans, certified women-owned, and all other minority businesses, in the purchase of goods and services. The law states that 15% of the total amount expended in state-funded and state-directed public construction programs and in the purchase of goods and services for state agencies each fiscal year is paid to minority businesses. UCA was recognized this year by *Insight Into Diversity* for its history of engagement with minority and women-owned businesses.

In addition to conducting business with said communities, the following events represent UCA's work in this arena:

Event	Sponsor
Amigo Fest	ODC/IDI
Building Sustainable Business Relationships	MVPI/Outreach & Community Engagement
Financiando Tu Negocio (Financing Your Business)	MVPI/Outreach & Community Engagement
From Wantrepreneur to Entrepreneur	MVPI/Outreach & Community Engagement
How to Conduct Business with UCA	MVPI/Office of Procurement, Construction, Travel & Card Services/Outreach & Community Engagement
The Importance of an Online Presence for Small Businesses	MVPI/Outreach & Community Engagement
The Power of Hope	MVPI/Outreach & Community Engagement

C. Office of Diversity and Community (ODC)

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 2021 to fall 2022 were not available at the time of this report. Fall 2021 to spring 2022 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).

In addition to the information shown below for each key initiative, you will find an additional list of program activities, honors received by the professional staff members, and speaking engagements facilitated by those staff members. As an office, our goals are to not only serve UCA's underrepresented minority communities but have an impact in other areas on campus and within surrounding communities.

Black Male Achievement Challenge (B-MAC)

The Black Male Achievement Challenge is open to all and began during the 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 2021/2022 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:

2021-2022 B-MAC Activities & Honors

- Amigo Fest Volunteers
- Arkansas Insurance Banquet Volunteers
- B-MAC Kick-Off: Breaking down the Black/Brown Male Achievement Challenge
- Barbershop Talk Series
- Black History Month Movie Night: Selma
- Book Scholarship Giveaway
- Bridging the Gap 7: A Night of Cultural Exchange Participants
- College Day '21: Do It for The Culture (True Holiness) participant
- Conway Area Chamber of Commerce Annual Meeting Volunteers
- Conway Daze RSO Fair Tabling Participant
- "Drip for Success" Dress for Success program
- End of Year Block Party Award Recipients
- Gentlemen's Brunch

- “Who’s Got Game?” 7 on 7 flag football tournament
- Live Museum of Notable Figures in Black History Actors
- Love Fest Tabling Participants
- MLK Silent March Participants
- Monthly Mass Meetings
- Networking with a Pro: Designer Edition Attendees
- RSO Presidents’ Dinner & Conversation with President Davis
- Student Involvement Awards’ Emerging Leader Nominee
- Student Involvement Awards’ Student Leader for the Year Winner
- UCA C.L.A.W.S. Award Recipients (2 members)
- UCA Day of Giving Video Participants
- Women’s Spring Tea Volunteers

Program Impact and Student Evaluations of B-MAC

B-MAC Cohort	# of Students	Retention Fall 2021 to Spring 2022	SAP Fall 2021
2021	17 (Retention) 31 (SAP)	Higher than comparison group*	Higher than comparison group*
Black Males - 2021 (Comparative Group)	113 (Retention) 472 (SAP)	86.7%	64.6%

* *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 focused on professional appearance and career readiness as a positive experience with ratings of 4.57 out of 5 (1 = Poor to 5 = Excellent). Ninety percent of BMAC participants also engaged the Career Services office; for instance, 10 participants attended at least one Career Services event or workshop, three participants made appointments with Career Services staff, and one planned to visit the World of Work (WOW) closet for interview clothing.

Latinx/Hispanic Outreach Initiative

This initiative is open to all and started during the academic year 2013/2014. It primarily focuses on assisting the Latino Student Association (LSA) and the Beta Kappa Chapter of Hermandad de Sigma Iota Alpha, Inc. (SIA). As part of ODC, the initiative includes providing assistance to the organization and implementation of various departmental events; joining events with Career Services; leadership for the Diversity Advisory Committee’s Immigrant Experience subcommittee and the social media working group for Student Services; collaborative programming efforts with the UCA Center for Global Learning and Engagement; and engagement with the community through Paloma Community Services. 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:

2021-2022 LSA Activities and Honors

- Amigo Fest

- Arkansas Insurance Banquet Volunteers
- Ballet Folklorico de Mexico Attendees
- Battle of the X's Attendees
- BMAC Black History Movie Night Attendees
- Collaborated with Iota Pi Chapter of Phi Beta Sigma Fraternity, Inc. for Salsa Night
- Conway Area Chamber of Commerce Annual Meeting Volunteers
- Conway Daze Participants
- Cross-Cultural Connections Attendees
- Día de los Muertos Sugar Skull Decorating
- Día de los Muertos Alter Creation & Display
- Fall Canvas Painting
- Fitness Day at the HPER
- Game Night
- Gary and Diana Roberts DACA Scholarships
- Gentlemen's Brunch Attendees
- Global Expo Participants
- Graduate School: What Does It Take? Discussion
- Homecoming Block Party Attendees
- Homecoming Tailgate with SIA
- Hugo Gonzalez Landeros: A Road Trip Through the RV Industry
- Latin American Music Fest co-host with SIA
- Latinx Graduation Celebration
- Life After College: Latinx Professionals' Discussion Panel
- LSA Book Scholarship Giveaway
- Love Fest Table Hosts
- Meet & Greet with Cintas Representatives
- MLK Silent March Participants
- Monthly Social Media Posts to announce member birthdays
- Move-In Day Volunteers
- Pachuquismo Attendees
- Pulseras y Paletas
- Relay for Life Volunteers
- RSO Fair Participants
- RSO Presidents' Dinner & Conversation with President Davis
- Salsa Dance Night for International Education Week

- SIA and SGA Diversity Committee Carne Asada Attendees
- Spanish Campus Tour Volunteers
- Student Involvement Awards' RSO President of the Year Winner
- Student Involvement Awards' RSO of the Year Nominees
- UCA Day of Giving Video Participant
- Virtual LULAC Scholarship Gala
- Women's Spring Tea Attendees and Volunteers
- What's Your Plan After High School? Volunteers

Program Impact and Student Evaluations of LSA

LSA Cohort	# of Students	Retention Fall 2021 to Spring 2022	SAP Fall 2021
2021	16 (Retention) / 52 (SAP)	Higher than comparison group*	Higher than comparison group*
Comparative Group: Hispanic Students	132 (Retention) / 491 (SAP)	88.6%	77.6%

* *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 2021 fall Signature Program that focused on career preparation and readiness as evidenced by ratings of 4.67 out of 5 (1 = Poor to 5 = Excellent). Participants made the following comments as the most memorable and helpful things about the Signature Program:

- Everything the panelists said, they helped me a lot
- I loved the transparency of all the speakers. They also were right on target with suggestions for students with regard to utilizing resources and networking.
- It reassured me that I wasn't alone with my undergraduate experiences. One of the speakers and I were roommates and we've gone through the same thing basically. However, hearing the other two panelists gave me reassurance that I wasn't alone in how I was feeling or what I was going through as a first gen college Latinx college student.
- It was inspiring when one of the guest speakers was talking about her experience being homeless, and how UCA helped her to overcome her situation.
- I really enjoyed the speaker. I resonate a lot with her college experience of having to work to pay for my tuition, seeing how far along she has come was really motivational for me!

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. During the 2021/2022

academic year, mentees and mentors actively participated in a variety of social, cultural, and educational events as listed below:

2021-2022 MMP Activities & Honors

- Amigo Fest Volunteers
- Arkansas Insurance Banquet Volunteers
- Bridging the Gap 7: A Night of Cultural Exchange Participants
- Bringing the Party to Torreyson Library Study Sessions
- College Day '21: Do It for the Culture (True Holiness) Attendees
- Conway Area Chamber of Commerce Annual Meeting Volunteers
- Conway Daze RSO Fair Tabling Participants
- End of Year Block Party Award Recipients
- Exam Jam – Collaboration with UCA Housing
- Executive Board Spring Training
- Fall Mentor Training
- In2Deep Karaoke Night
- Jeopardy: ice-SCREAM Edition
- Live Museum of Notable Figures in Black History Actors
- Love Fest Tabling Participants
- MLK Silent March Participants
- MMP Executive Board and Mentor Recruitment
- Monthly Executive and Mentor Meetings
- New Mentor Spring Roundup
- Networking with a Pro: Designer Edition & Music Edition Attendees
- RSO Presidents' Dinner & Conversation with President Davis
- Single, Taken, It's Complicated – Let's Talk About Relationships
- Sponsored two executive members for Homecoming Queen and King Court
- Student Involvement Awards Nominees and Winners
- Transitions Week
 - 201 & Donaghey “Versus” Event & RSO Info Session
 - Cascade Y2K Skate Night & Mentee-Mentor Pairing
 - Party Like It's Y2K Mentor Mayhem & Cookout
 - Motivational Monday and Multicultural Freshman Dinner with the Provost
- UCA Day of Giving Video Participant
- Wheel of Friendship – What Makes a Good Friend?

- Wild 'n Out with MMP
- Zumba Fitness with MMP

Program Impact and Student Evaluations of MMP

MMP Cohort	# of Students	Retention Fall 2021 to Spring 2022	SAP Fall 2021
2021	125 (Retention) / 203 (SAP)	Higher than comparison groups except Asian students*	83.7%
Comparative groups:			
Asian Students	37(Retention) / 168 (SAP)	94.6%	86.9%
Black Students	338(Retention) / 1,277 (SAP)	86.4%	69.1%
Hispanic Students	132 (Retention) / 491 (SAP)	88.6%	77.6%
Two or more races	97 (Retention) / 361 (SAP)	80.4%	77.3%

* 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 Black, Hispanic, and multiracial non-participating counterparts and an exceptional SAP rate within the last academic year. Participants enjoyed and appreciated the Fall 2021 Signature Program focused on helping first-year students transition to the UCA campus and finding community within campus organizations as evidenced by ratings of 4.31 out of 5 (1 = Strongly Disagree to 5 = Strongly Agree) when asked if the program motivated them to get involved in student organizations at UCA. Select comments provided by attendees are listed below:

- I believe that this program is very beneficial to getting new students involved on campus. This should definitely continue in the future.
- I really enjoyed this part of Transitions Week. It was super fun and I can't wait to become a Mentor myself!
- No feedback I really had a wonderful time and it makes a huge difference having MMP and having groups with people that look like you!
- LOVE IT! Best Program at UCA!
- This was a well-informed program and provided a lot of information about organizations.

Additionally, at the end of the Fall 2021 semester, 20% of students reported joining or attending a registered student organization interest meeting because of their participation in the signature program.

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. During the 2021/2022 academic year, Project X men participated in the events below:

2021-2022 Project X Activities

- Academic Workshops
- Ambassador Training
- Arkansas Travelers Baseball Game Outing
- Battle of the X's Project X Cohort Check In
- Brotherhood Bonding and Team Building
- Collaborations with the MUSE Residential College
- College Day '21: Do It for the Culture (True Holiness) Attendees
- Community Service – Pleasant Branch School Supply Setup
- MLK Silent March Participants
- Project X First Year Seminar Attendees
- 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 2021 to Spring 2022	SAP Fall 2021
2021	19 (Retention) / 22 (SAP)	Higher than both comparative groups*	Higher than first comparative group*
Comparative Groups: Black Males – 2021	113 (Retention)/472 (SAP)	86.7%	64.6%
Hispanic Males - 2021	46 (Retention)/187 (SAP)	87.0%	77.0%

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

Retention data for the program indicate that Project X participants had higher retention rates than their non-participating peers within the last academic year. Performance data reveal that Project X participants outperformed non-participating African American males and comparatively with non-participating Hispanic males. Additionally, participants, overwhelmingly, rated the Early Arrival Program as a positive experience with ratings of 4.91 out of 5 (1 = Poor to 5 = Excellent) during fall 2021 and with comments such as these:

- Project X gave me a chance to become familiarized with the campus and provided me with information that is helping me succeed in the classroom.
- Able to meet people and make some connections before school actually got underway
- It has made finding my classes and finding my way around classes easier.
- Project X has been a great experience and boost for the start of college life.
- Gave me a couple more people I could talk to that I wouldn't have known if not for this project.

- It made meeting new friends easier. I got comfortable with the campus and learned about my resources.
- It helped me get more accustomed to being in college and it gave me information that I would have not known if it wasn't for Project X, it also helped me make new friends I probably wouldn't have made if it wasn't for Project X.

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

- Campus Life
- Campus Resources
- Success at UCA
- Networking
- Life Skills
- Community Outreach
- Career Success
- Academic Success
- Mentorship
- Leadership

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 2021/2022 academic year, students experienced programs that focused on living purposefully, awareness, appearance, personal safety, goal setting, and esteem. In addition to these topics, the young women had opportunities to actively participate in a variety of social, cultural, and educational events as follows:

2021-2022 Women of Excellence Activities & Honors

- Amigo Fest Volunteers
- Arkansas Insurance Banquet Volunteers
- Breast Cancer Awareness Program with Dr. Yara Robertson
- Bridging the Gap 7: A Night of Cultural Exchange Participants
- College Day '21 (True Holiness Saints Center) Attendees & Individual Award Winner
- Conway Area Chamber of Commerce Annual Meeting Volunteers
- Conway Daze Back to School Table Hosts
- Curly and Confident Natural Hair Talk with Candace Reese
- Double Good Popcorn Fundraising
- End of Year Block Party Award Recipients

- Facilitated a Back to School Membership Fee Giveaway
- For the Girls Event with Life Coach Deana Williams
- MLK Silent March Participants
- Monthly Executive Board Meetings
- Networking with a Pro: Women’s Music Edition Attendees
- Protecting Me, Myself and I Self- Defense Program with UCAPD
- RSO Presidents’ Dinner & Conversation with President Davis
- Sponsored a member for Homecoming Court
- Student Involvement Awards’ RSO President of the Year Nominee
- Student Involvement Awards’ New RSO of the Year Nominee
- UCA Day of Giving Video Participants
- Valentine’s Day Goodie Bag Handout
- Vision Board Party ‘22
- Live Museum of Notable Figures in Black History Actors
- Women’s Canvas Paint and Sip
- Women’s Tea and Philanthropy Event for Central Arkansas Women’s Shelter

Program Impact and Student Evaluations of WOE

WOE	# of Students	Retention Rate Fall 2021 to Spring 2022	SAP Rate Fall 2021
2021 Cohort	31 (Retention) / 99 (SAP)	Higher than comparison groups*	Higher than comparison groups*
Comparative Groups: Black Women	225 (Retention) / 805 (SAP)	86.2%	71.8%
Hispanic Women	86 (Retention) / 310 (SAP)	85.9%	78.0%

* *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 peers within the last academic year. Participants rated the Signature Program as a positive experience with ratings of 4.85 out of 5 (1 = Poor to 5 = Excellent) during fall 2021 with comments such as the following:

- It was a great program and very informational. Thank you.
- Loved the fact that the speaker was a minority!
- Thank you for this AMAZING informational program.

2021-2022 Office of Diversity and Community Activities & Honors

- Amigo Fest Volunteers

- Advisory Duties for Black Male Achievement Challenge, Latino Student Association, Minority Mentorship Program, Project X: Early Arrival Program, Students for the Propagation of Black Culture, and Women of Excellence
- Arkansas Insurance Banquet Volunteer Coordinator
- Arkansas Council for Women in Higher Education Executive Board Officers – Angela Jackson, Maria Negrete Padron, and Sadeja Harper
- Bridging the Gap 7 Collaboration with the Center for Global Learning and Engagement
- Bunny and Carol Adcock UCA Scholarship Coordinator – Maria Negrete Padron
- Committee Work – Angela Jackson, Maria Negrete Padron and Tajaro Hudson
- Conway Area Chamber of Commerce Volunteer Coordinator
- Conway Area Leadership Institute Class of 2022 Graduate – Maria Negrete Padron
- End of Year Block Party, Yard Show, and Awards Ceremony Sponsor
- “Get Out the Box” Presentation – Center for Global Learning and Education Summer Orientation – Tajaro Hudson and Maria Negrete Padron
- Greek God Pageant Judge – Maria Negrete Padron
- Homecoming Departmental Contest Winner
- Homecoming Greek Show Co-Sponsor and Coordinator
- Homecoming Week Event Committee
 - Banner Competition Coordinator
 - Bingo Game Night Coordinator
 - Stuff the Pantry Coordinator
- Honors’ College “Pizza, Pie, and Powerful Women Panelists – Maria Negrete Padron and Angela Jackson
- Live Museum of Notable Figures in Black History Collaboration with Students for the Propagation of Black Culture
- Love is Patient Education Award Recipient – Angela Jackson
- Love Fest Tabling Participant
- LGBTQ+
 - Welcome Week Cookout Co-Sponsor
 - History Month Button Sponsor
 - Drag Show Co-Sponsor
 - Pride Walk Sponsor
 - Lavender Graduation Banquet Sponsor
- LGBTQ+ Prism Inaugural Luminary Award Recipient – Angela Jackson
- LULAC Scholarship Gala?
- Latinx Graduation Banquet Sponsor
- Minority Academic Achiever Banquet Sponsor
- Minority Graduation Banquet Sponsor (Fall and Spring)

- Minority Mentorship Transitions' Week Co-Sponsor
- Miss Essence Scholarship Pageant Co-Sponsor and Coordinator
- MLK Prayer Breakfast
- MLK Silent March Participants
- National Student Exchange Conference Attendee – Maria Negrete Padron
- Networking with a Pro Series Sponsor
 - Designer Edition
 - Music Edition
- Networking with a Pro Feature article in the UCA Magazine
- Paloma Community Services Committee Member – Maria Negrete Padron
- Philanthropic Donation to the Central Arkansas Women's Shelter
- Project X Presentation at SACRAO 2022 – Tajaro Hudson & Maria Negrete Padron
- Scholarship Program Speaker Alpha Kappa Alpha Sorority, Incorporated Chi Eta Omega Chapter – Tajaro Hudson
- Simmons Bank and Career Services Future Internship Opportunities Discussion Attendee – Maria Negrete Padron
- Spring Orientation Tabling
- Staff Senate Member – Angela Jackson
- Summer Orientation, Advising, & Registration (SOAR) Tabling Participants
- Student Involvement Awards' RSO Advisor of the Year Winner – Tajaro Hudson
- Student Involvement Awards' Cultural Program of the Year Winner
- "Tailoring your Tour" Admissions' Ambassador Presentation – Tajaro Hudson, Maria Negrete Padron, and Angela Jackson
- Spanish Interpretation Services – Maria Negrete Padron
 - UCA Financial Aid Office
 - UCA Admissions Office
- Spanish Translations Services - Maria Negrete Padron
 - Spanish Campus Tour – UCA Admissions Office
 - Ballet Folklorico de Mexico – Reynolds Performance Hall
 - Pachuquismo – Reynolds Performance Hall
- UCA/Axiom International Student Discussion Attendee – Maria Negrete Padron
- UCA Day of Giving Featured Fund
- Women of Integrity Speaker for Omega Psi Fraternity Beta Delta Chapter – Angela Jackson
- Women's Leadership Network Board Member – Maria Negrete Padron
- Women's Spring Tea Sponsorship Collaboration with Women of Excellence

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, Service Excellence, Supervisory Skills, and Professional Development. UT also invites each audience to provide feedback to ensure that the seminar aligned with seminar objectives, participant needs, and the high standards of UT. Overall, survey results offer positive feedback on the events.

The Office of University Training objectives include the following:

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 has been the practice 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.

This academic year (2021-22) a training policy was written and approved by the Administration. The policy provides the rationale for employee education and the expectation of course completion in a timely manner. The policy is as follows:

University of Central Arkansas Policy on Employee Training (Spring 2022)

This policy applies to all UCA employees: Full-time and part-time faculty and staff, graduate students, student workers, and anyone else on the UCA payroll. Training requirements for employees are determined by a UCA administration team and individual campus units. Divisions, departments, or academic units may identify courses that are tailored to the activities of their specific areas, in addition to the required campus-wide courses. The training year follows the academic year – August through May- and occurs on an annual basis.

Policy

Employees are the university’s most valuable resource. Educational training plays a key role in affirming the institution’s values - Intellectual Excellence, Community, Diversity, and Integrity. In addition, the provided educational training clarifies expectations and responsibilities; minimizes the legal, financial, and physical risks for employees and the university; and further develops the employee professionally.

Roles and Responsibilities

The university is responsible for identifying, creating, and providing opportunities for training in support of the university’s mission and values.

Supervisors are responsible for assessing and communicating the training requirements of employees in their specific area. Role-specific training may be required in addition to the campus-wide courses. Supervisors share responsibility for ensuring that employees complete their training requirements within the specified time period. Supervisors must take appropriate action to ensure compliance among employees that they supervise.

Employees are responsible for understanding their obligations under this policy and ensuring that they are compliant with the policy.

*Newly hired employees are responsible for completion of training within ninety (90) calendar days from their date of hire. Supervisors are responsible for ensuring that they do so.

Training Non-Compliance

Training participation and completion shall be considered part of an employee’s performance. Employees that consistently and willfully fail to follow this policy are subject to a range of disciplinary action.

Responsible Office(s): University Compliance, Human Resources, Office of University Training

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 2021-22 topic was *Freedom of Speech, Diversity & Inclusion, Cancel Culture*. 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
Bear in Mind Session(s): Disabilities: Education and Resources (10 attendees) Difficult Conversations (6 attendees)	University Training
Campus-Wide Freedom of Speech: 8 Sessions (83 attendees)	University Training
Honors College Faculty Leadership (8 attendees)	University Training
Provost: Council of Deans (11 attendees)	University Training
Staff/Faculty Book Club (33 attendees)	University Training, SGA

Event	Sponsor
SOS Team Leaders/Directors/Staff (83 attendees)	University Training
LGBTQ+ Safe Zone (38 attendees)	University Training
OT Faculty and First Year Students (55 attendees)	University Training
President/Senior Cabinet (12 attendees)	
PT Students & Faculty (51 attendees)	University Training
IDEAL Leadership (40 attendees)	University Training
Women in Leadership (26 attendees)	University Training
CDI (75 attendees)	University Training
College Health Behavioral Sciences (12 attendees)	University Training
Total <u>503</u> On-Site Attendees	

Online Diversity

In 2009, UCA began offering online education seminars for employees. UCA employees' completion numbers for the academic year 2021-22 are provided below. The online courses are provided by Vector Solutions Inc. and the title course this year was *Sensitivity Awareness*.

Mandatory Diversity course and policy for ALL UCA employees (Available online or onsite)

	Completed Online	Completed Onsite	Not Completed	Percent Compliant
Course: Sensitivity Awareness				
Student Worker	689	2	234	74.70%
Staff	726	67	115	87.33%
Faculty	577	37	124	83.20%

E. External Diversity Awards

UCA is honored with national and state recognition for its accomplishments in the work of diversity, belonging, inclusion, and equity. Current external awards are as follows:

- 2022-2023: UCA earned the Military Friendly® School designation. Military Friendly® is owned and operated by Viqtory, a service-disabled, veteran-owned small business.
- 2022: UCA received the INSIGHT Into Diversity *Jesse L. Moore Supplier Diversity Award*.
- 2021: The League of United Latin American Citizens (LULAC) Council 750 Little Rock, Arkansas selected UCA as a *Latino Destination Campus*. Over the years, UCA has received several awards from LULAC.

F. Budget

DBIE efforts occur throughout the campus. Some units forge partnerships. Other departments receive external grants and foundation funds to support the work of DBIE. All the same, dedicated funds are provided to the Office of Institutional Diversity and Inclusion, the Office of Diversity & Community, and the Office of University Training for departmental, campus-wide, and community programming as well

as for salaries and fringe benefits. The Diversity Strategic Plan report also captured investments in DBIE from units that report activities.

Centralized DBIE Efforts	\$701,999
Reported Decentralized DBIE Efforts	\$915,692
Community Efforts.....	\$4,500
Total	\$1,622,192