

Meeting Date: October 17, 2017

Members Present: Brandon Combs, Morgan Drayton, Graham Gillis, Victoria Groves-Scott, Carmesha Jemerson, Kristin Jetts, Leslie Knox, Laci Lyons, Cornell Maltbia, Vickie Parke, Shannon Riedmueller, Jose Sierra, Marie Smallwood, Charlotte Strickland, Azida Walker, Angela Webster, Ronnie Williams

Members Absent: Riva Brown, Taine Duncan, Sommern Willie

Call to Order: Angela Webster called the meeting to order at 11:01 a.m.

Agenda Items

I. Acknowledgement of Approval of Previous Meeting Minutes:

The committee reviewed and electronically approved the minutes from April 10 on April 19, 2017.

II. Sub-Committee Reports

- **Data Assessment:** Dr. Webster provided an update regarding the campus climate survey and announced that an infographic will appear on the Institutional Diversity (ID) website very soon.
 - Beginning in the Spring colleges and divisions will be able to take the survey for diversity strategic planning purposes; contact Dr. Darshon Anderson for more information.
 - Calendar Item: Nov. 9- Conversations About Diversity- How to Implement Campus Climate Survey Results (handout distributed; Exhibit 1).
- **Funding for Diversity Initiatives:** Mr. Williams updated members on the current state of funding.
 - A base of \$15,000 has been placed into the diversity budget however, the committee is still seeking funding for the numerous campus-wide diversity initiatives.
 - Mr. Williams will present an ID proposal to SBAC for \$10,000 for various needs (the updated proposal is attached; Exhibit 2).
- **Recruitment & Retention of Minority Faculty:**
 - Dr. Webster will be participating in the Compact for Faculty Diversity to recruit Minority Ph.D candidates. This is her 5th year to attend. The university has hired one person from this effort.
 - ID Grant Program- Dr. Webster highlighted the successes of the program since its inception (#8 under justification on Exhibit 2).

- **Strategic Plan:** Mr. Fincher provided an update on the UCA Strategic Plan and Dr. Combs provided an update on the Diversity Strategic Plan.
 - UCA Strategic Plan: Each VP is sharing how they approach strategic planning and discuss successes and assessment results.
 - SSRC- going through the retention plan and updating objectives to align with the plan.
 - Diversity Strategic Plan- Included in the DSP are: Diversity Dimensions and 3 goals that align with the Diversity Core Value (Exhibit 3).
 - Calendar Event: Communication Campaign- October 30 (Exhibit 4)
 - The Assessment office will be sending out a survey that will be due mid-December.
 - PAWS (planning and assessment web-based system) training will start in January; reporting in PAWS will start for the annual reports next year.
- **Diversity and Inclusive Excellence Award**
 - This is Year 3 for the award.
 - Deadlines are at the end of January.
 - This will be awarded during Employee Service Awards.
- **Gender Identity on UCA Forms and in Technology Systems**
 - Dr. Webster updated the committee on the current research and possibilities regarding Gender Identity on UCA Forms and in Technology Systems (see Exhibits 5 & 6).
- **Gender Neutral Restrooms:**
 - There are a couple new in Farris Center; now there are 21 buildings total.

III. New Business:

- Dr. John Toth is the new academic liaison for Institutional Diversity.
- **Name Change Consideration:** Institutional Diversity desires to change the department name to Office of Institutional Diversity and Inclusion.
 - **Laci Lyons made a motion to approve the name change; Carmesha Jemerson seconded the motion.**
- **Current and Proposed DAC Subcommittees:** the list of current and proposed subcommittees and the needs for each was distributed; members signed up as necessary.

IV. For the Good of the Order:

- **DASH Emergency Micro Grant-** Can provide micro grants for emergencies outside of the university- have awarded over \$12,000 in the first month. See April Myers in SHC, 307C for more information.
- **The Campus Climate Survey** will be offered this year to Colleges and Divisions to compare their results to 2 years ago- reach out to Dr. Anderson, John Fincher, Dr. Combs, or Dr. Webster for more information.

V. Adjournment:

With no further business, the meeting adjourned at 11:41 a.m.

Conversations about Diversity

How to Implement

Campus Climate/Enrichment Survey Results



Participation Demographics

Student Results

Faculty/ Staff Results

UCA Culture

Overall Satisfaction & Learning

Comparison with Peer Institutions

Recommended Changes

**FACILITATED BY DR. DARSHON ANDERSON
DIRECTOR OF ASSESSMENT FOR DIVERSITY INITIATIVES**

Thursday, November 9, 2017

1:40 p.m. to 2:30 p.m.

Student Center 225



SBAC Budget Proposal FY19**Unit:** Office of Institutional Diversity / Diversity Advisory Committee**Proposal Name:** Institutional Diversity Grant Program Expansion

Description: The Institutional Diversity Grant Program commenced in Spring, 2016. Established to support diversity initiatives throughout the campus community, the grant undergirds faculty, staff, students, and departments / divisions. Categories of assistance include: (1) Partial support for membership to the National Center for Faculty Development and Diversity. (2) Diverse faculty/staff support for conference presentations, planned research, and publication fees. (3) Dissemination of diversity-related professional work, planned research, and publication fees of any faculty/staff member. (4) Diversity programming within campus programs, departments, colleges, and divisions. (5) Diversity programming of Registered Student Organizations (RSOs). An application may be submitted September 15th, January 15th, or April 15th.

Budget: \$10,000**Strategic Plan Action Items:**

- Core Value 3c: 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.
 - **Recruitment and Retention:** We actively pursue and seek to retain a diverse student body, faculty, and staff.
 - **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.
 - **Knowledge:** We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

Success Metrics:

1. Increase and retain the number of historically underrepresented faculty to correspond to the numbers in UCA's underrepresented student communities.
2. Increase support for faculty development and participation in the dissemination of diversity-related scholarly and creative activity.

3. Increase the amount of diversity-focused activities on campus and UCA-sponsored diversity activities in the greater community.

Justification:

1. UCA's accrediting body, HLC, cited the ID Grant Program as one data point of evidence that UCA is addressing its role in a multicultural society.
2. Recommendations from the recent Campus Climate Survey include the need to increase diversity in faculty, staff, and administration (persons of color and women). These recommendations originated from students, faculty, and staff.
3. According to UCA's Fall 2016 *Diversity Ledger* (please see the attached table), the number of historically underrepresented minority faculty groups are not representative of the students from historically underrepresented minority student communities. Besides, underrepresented faculty departures create an even greater dearth in these faculty demographic groups. What is more, additional funding in the ID Grant Program could serve as a recruitment tool to attract and retain minority faculty.
4. Programs, departments, and colleges vary in funding for faculty development and dissemination of research. When department and college budgets fall short, faculty may apply for the ID grant to attend diversity-related conferences, present diversity-related content at conferences, publish a diversity-related manuscript, or put forth diversity-related creative activity. This program allows for consistency in diversity endeavors.
5. The ID Grant Program has ignited diversity-focused activities on campus. Throughout budget ebbs and flows, this funding helps to facilitate creativity and interest in activities that enhance diversity on campus and in the greater community.
6. At least two Arkansas colleges/universities (Arkansas State University and Hendrix College) offer grant programs to institutionalize diversity through support for tenure activities, diversifying curriculum and pedagogy, a scholars of color lecture series, as well as sponsoring speakers, performers, and RSO activities.
7. An examination of UCA's aspirant institutions, thus far, reveals that more than one-half offer a variety of grant funding to their campus communities and/or have received external grants to advance campus diversity and inclusion.
8. Since its Spring 2016 inception, the ID Grant Program has awarded 23 grants to six individual faculty to disseminate research. Twenty-three different faculty/staff coordinated 14 departmental/community

programs. Moreover, three undergraduate and graduate RSOs traveled to out-of-state conferences and cultural events.

9. Currently, faculty and departments may apply for up to \$250 and RSOs may apply for up to \$100 per year. Most faculty travel and departmental program costs well exceed the current \$250 awards. An increase in base funding would afford faculty/staff and department applicants the opportunity to apply for up to \$500 per year and RSO's, \$250 per year. (Including RSOs is most helpful to small RSOs that are not operating at a level to request and secure SAFA funding). Expanding the amount allocated for awards in addition to designing new funding categories such as funds for targeted minority faculty recruitment, minority faculty/staff onboarding, professional development for additional curricular/pedagogical diversity, and a diverse scholar's series would substantially fund the variety of grant applications received and make room for contemporary, creative initiatives.

Category/Ethnicity	Undergraduates	Graduates	Full-Time Faculty	Full-Time Staff
Alaska Ind. / AK Nat.	0.5% N=50	0.4% N=8	0.4% N=2	0.5% N=4
Alaskan	2.0% N=195	1.2% N=23	5.9% N=32	0.6% N=5
Arctic	16.7% N=1,606	9.7% N=182	4.6% N=25	14.9% N=130
Chinook	5.1% N=488	2.8% N=52	2.2% N=12	2.9% N=25
Cont. HI / Pac. Isl.	0.1% N=9	0.0% N=0	0.2% N=1	0.3% N=3
Continental	65.6% N=6,312	79.6% N=1,849	83.9% N=457	78.4% N=685
Races	3.5% N=336	1.7% N=32	1.3% N=7	1.5% N=13

Total Undergraduate = 9,616

Total Graduate = 1,871

Total Full-Time Faculty = 545

Total Full-Time Staff = 874



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Diversity Advisory
Committee
Strategic Plan

08/07/2017

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Introduction

Preamble

The University of Central Arkansas (“University”) seeks to include and integrate individuals from various backgrounds and with varied characteristics, and promote opportunities to work, learn, and develop within a community that embraces the diversity of individuals and ideas.

UCA 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.

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Committee Purpose

Purpose

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

Overview

As an inclusive community, UCA students, faculty, staff, and administrators commit to a comprehensive and inclusive definition of diversity that acknowledges the importance and presence of diversity, inclusion, and equity, within the broader educational mission of the University. The UCA community implements applicable change efforts considering the contexts, cultures, politics, and economics of campus diversity. The UCA community accepts responsibility to advance a positive and inclusive campus climate for diversity, to show respectfulness for the contributions of all students and employees in all capacities, and to model and endorse the principles and practices of inclusive excellence.

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Diversity Dimensions

Core Areas	Social Identify Characteristics	Focal Groups
<ul style="list-style-type: none"> • recruitment, retention, and development of students, administrators, faculty, and staff • campus climate • curriculum, instruction, and assessment • research and inquiry • intragroup and intergroup relations and discourse • achievement and success of students, faculty, and staff • leadership development • non-discrimination • procurement/supplier diversity • institutional advancement • external relations • strategic planning and accountability • others 	<ul style="list-style-type: none"> • race • color • ethnicity • gender/gender identity • age • sexual orientation • disability • religion • spiritual beliefs • national and geographic origin • familial status • language use • socio-economic background and status • higher education/academic legacy • military status • political beliefs • intellectual perspective • genetic information • others 	<ul style="list-style-type: none"> • undergraduate students • graduate students (masters) • graduate students (doctoral) • faculty • staff • administrators • executive staff • trustees • alumni • legislators • media • community members • others

Goal I – Recruitment and Retention

[Core Value 3]

We actively pursue and seek to retain a diversified student body, faculty, and staff.

Actions:

1. Increase recruitment and retention efforts to seek and retain a diversified student body.
2. Increase recruitment and retention efforts to seek and retain a diversified staff.
3. Increase recruitment and retention efforts to seek and retain a diversified faculty.

Example Actions:

- Collect and assess data accounting for diverse communities of students, faculty, staff, and administrators, with specific attention given to recruitment and retention efforts.
- Evaluate persistence, SAP, and graduation rates for continuous and quality improvement.
- Examine participation and success rates in curricular and/or co-curricular activities and programs by demographics (i.e., race, gender, student classification, etc.).
- Collect and assess participation data for diversity related activities and programs geared towards students, faculty, and staff.
- Develop and nurture diversity partnerships.
- Analyze and evaluate Campus Climate Survey data for your department, area, or unit, and develop recommendations for improvement action implementation.

Goal II – Support

[Core Value 3]

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.

Actions:

1. Increase support promoting innovative and responsive programmatic offerings that serve historically underserved members in the student body.
2. Increase support promoting innovative and responsive programmatic offerings that serve historically underserved staff members in your division, college, or department.
3. Increase support promoting innovative and responsive programmatic offerings that serve historically underserved faculty members in your division, college, or department.
4. Increase support of diversity in the UCA and local communities.

Example Actions:

- Identify and rectify potential and existing barriers that impede access and optimal success of diverse and highly vulnerable communities.
- Develop and promote policies, practices, and activities that afford access and equity to underrepresented communities.
- Distinguish and articulate the significance of students' educational benefits and impact from diversity, inclusion, and equity at the University for advancing college, career, and civic life.

Goal III – Knowledge

[Core Value 3]

We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

Actions:

1. Increase participation in learning opportunities that enhance interaction and understanding among diverse groups within the student body.
2. Increase participation in learning opportunities that enhance interaction and understanding among diverse groups within staff.
3. Increase participation in learning opportunities that enhance interaction and understanding among diverse groups within faculty.

Example Actions:

- Organize and facilitate opportunities to enhance the diversity mission (i.e., professional development, community outreach, conferences, inter-/intra-community dialogues, focus groups, institutes, presentations, restorative justice, seminars, town hall meetings, workshops, etc.).
- Acknowledge and respond appropriately and effectively to incidents of discrimination, inequity, and incivility (i.e., victims, internal and external reporting processes, law enforcement, regulatory agencies, various campus authorities and leadership, media communications, and record keeping).

- Collaborate with and support campus organizations that provide collective guidance and extend awareness and understanding of specific communities, topics, and issues.
- Plan and evaluate curriculum development to facilitate authentic and inclusive teaching and learning practices.
- Support diversity-focused research that advances insight into the impact of the elements of UCA's Diversity Statement as they relate to education.
- Celebrate students, administrators, faculty, and staff who demonstrate an extraordinary commitment to diversity.

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Diversity Advisory Committee

Bernard Hall 207

THE DIVERSITY ADVISORY COMMITTEE

PRESENTS THE

2017 DIVERSITY STRATEGIC PLAN COMMUNICATION CAMPAIGN



WHO SHOULD COME?

Department/Program Diversity Committee Members
College Diversity Committee Members
Division Diversity Committee Members
Individuals responsible for Diversity Strategic Plan Reporting
Individuals with access to PAWS (Planning & Assessment Web-based System)

The Diversity Advisory Committee will provide guidance on updated expectations and UCA's new assessment reporting system (PAWS)

Light refreshments will be served

Date: Monday, October 30, 2017

Time: 3:00 p.m. – 4:00 p.m.

Where: McAlister Mirror Room

The 2017 DSP completion due date is December 15th

Arkansas Universities	University of Arkansas (Fayetteville)	University of Arkansas (Little Rock)	University of Central Arkansas (Conway)	Arkansas State University (Jonesboro)	Arkansas Tech University (Russellville)
Employment Application	Male Female	Male Female	Male Female	Male Female	Male Female
Admissions Application	Male Female	Male Female	Male Female	Male Female	Male Female
Housing Forms	Male Female	Male Female	Gender _____	Male Female	Male Female
Student Health	Male Female Self-identification	Male Female Self-identification	Male Female (Populated by Admissions but form can be updated for transgender, by request)	Male Female	Male Female
Counselling Center	Male Female Self-identification	Male Female Self-identification Orientation: Homosexual Heterosexual Bisexual, etc.	Gender _____ Preferred/Nickname	Male Female Self-identification	Male Female

LGBT Identification on University Forms

Sampling of Southland Conference Universities	Nicholls State	Northwestern State University	Texas A&M Corpus Christi	University of the Incarnate Word	University of New Orleans
Employment Application	Male	Male	Male	Male	Male
	Female	Female	Female	Female	Female
Admissions Application	Male	Male		Male	Male
	Female	Female		Female	Female
Housing Forms	Not Specified				
	Male	Male	Male	Male	Male
Student Health	Female	Female	Female	Female	Female
	Male	Male	Male	Male	Male
Counselling Center	Female	Female	Female	Female	Female
	Male	Male	Male	Male	Male
		Self-identification			Transgender
					Self-Identify
					Prefer not to answer
					Self-identification

A Sampling of Aspirant Institutions	Missouri State University	Murray State University	San Jose State University	Texas State University
Employment Application	Male Female	No Gender Question	Male Female	No Gender Question
Admissions Application	Male Female	No Gender Question Preferred Name	No Gender Question	Male Female
Housing Forms	Male Female	Male Female	Male Female	Male Female
Student Health	Male Female	Male Female	Male Female	Male Female Self-identification
Counselling Center	Male Female	Male Female Self-identification	No Gender Question	Male Female Self-identification

LGBT Identification on University Forms

A Sampling of Universities of Similar Size from CampusPride.Org	Bridgewater State University	Napa Valley College	Princeton University	University of Northern Iowa	University of Wisconsin – La Crosse
Employment Application	Male Female	No Gender Question	No Gender Question	No Gender Question	No Gender Question
Admissions Application	No Gender Question	Male Female	Male Female	No Gender Question	Male Female
Housing Forms		No residence halls on campus		Gender _____ Offers gender inclusive housing	Male Female
Student Health		Adheres to insurance policy requirements		No Gender Question on intake form Male/Female on insurance forms	Male Female
Counselling Center		Adheres to insurance policy requirements	No Gender Question		Male Female

GENDER IDENTITY IN TECHNOLOGY AND ON FORMS

Updated 10/9/17

	NON-BINARY GENDER CAPACITY	PREFERRED NAME CAPACITY	PRONOUN CAPACITY	
	M/F/_____			
Admissions	Does not offer the option	Available in Recruiter	N	
Banner	Male Female Not Available	Not until Banner 9/2018 Not in use Set up is required	N	Class & Grade Rosters are consistent with Banner
Bear Card	Consistent with Banner	Would have to maintain legal name (State ID) but could add preferred name	N	
Counseling Center	Asked on intake form	Yes on application	Y	
Email			N	Anyone can change profile name
Financial Aid	Consistent with Banner	Must maintain legal name	N	
Graduate Admissions	Does not have the option	Former Name Preferred Name Pushed to Banner	N	
Housing	An option in online application	Available in THD which feeds COCO Departmental; not in Banner	N	
Human Resources	Applicant Tracking M/F/Other	Departmental; not in Banner Hiring departments can see it	N	

	NON-BINARY GENDER CAPACITY	PREFERRED NAME CAPACITY	PRONOUN CAPACITY	
International Engagement	Consistent with Banner	Consistent with Banner; use legal names; preferred would be nice	N	
Post Office				Official ID to pick up mail
Registrar's	Consistent with Banner	Must maintain legal name; can change legal name; form is available	N	
		Parameters would be set to on preferred name (i.e. names such as Superman and Wonder Women would not be appropriate)		

REQUIREMENTS FOR STUDENT BEAR CARD	REQUIREMENTS FOR EMPLOYEE BEAR CARD
○ Any ID/Military/Driver's License	○ Any ID that's official
○ UCA Schedule	○ During HR onboarding process
○ Picture consistent with ID	○ After orientation
○ Look up SS# if no ID/DOB/Address/Phone Number	○ Once active in Banner
○ Name changes cards are free	
○ Banner must have a nickname field	
○ Can put nickname in Blackboard	
○ Replacement cost \$15	
○ In the process of redesigning not record the entire campus	
○ No additional costs	

OFFICE OF INSTITUTIONAL DIVERSITY
NAME CHANGE CONSIDERATION

The Office of Institutional Diversity serves to help UCA become Arkansas' premiere university for inclusive excellence. We aspire to foster a campus environment where everyone feels *visible, valued, and validated*. To that end, the Office of Institutional Diversity proposes a name change to the **Office of Institutional Diversity and Inclusion** to acknowledge the scope of the work of the office and to honor the range of UCA's Diversity Statement and UCA's Strategic Plan, Core Value 3.

When we speak to *diversity*, we demonstrate our dedication to *pursue* a diversified student body, faculty, and staff. When we consider *inclusion*, we demonstrate our dedication to *retain* a diversified student body, faculty, and staff. The additional focus on inclusive excellence places equal importance on a campus climate where everyone feels a sense of belonging amidst our differences.

In order to fulfill the promise of UCA's Diversity Statement and Strategic Plan, Core Value 3, both diversity and inclusion are necessary, and afford a bi-focal approach to intellectual excellence and enriched learning opportunities in a global community.