

Meeting Date: March 9, 2015

Members Present: Darshon Anderson, Kurt Boniecki, John Fincher, Nancy Gallavan, Graham Gillis, Doug Isanhart, Tiffany Johnson, Aaron Knight, Hershila Lallu, LaTonya Matheney, Letha Mosley, Ryan Pfaff, Carolyn Pinchback, Charlotte Strickland, Angela Webster-Smith, Ronnie Williams

Members Absent: Bi-Ling Chen (AA), Jerry Coleman (AA), Victor Green (AA), Greg Hunt (AA), Sandra Luckett (AA), Joslyn Kuykendall (AA), Charlotte Strickland (AA)

Call to Order: Dr. Angela Webster-Smith called the meeting to order at 3:04 p.m.

Agenda Items:

I. Acknowledgement of Approval of Previous Meeting Minutes:

The committee reviewed and electronically approved the October 6, 2014 minutes.

II. Sub-Committee Reports:

- Data- Assessment
 - An Assessment Proposal on Campus Climate at UCA handout was distributed (see Exhibit 1). The proposal includes campus climate literature, benchmark institutions, commercially developed instruments, and the recommendations of the committee. Of the four (4) benchmarked institutions, none have had a full-blown campus climate survey. The data-assessment committee suggests that UCA consult with Rankin & Associates to conduct the campus climate survey. Discussion followed. The chair mentioned that if a consulting firm was not used, the committee has also developed their own survey questions for faculty, staff, and students.
 - A recommendation was made that the committee collect three (3) references from our peer institutions who have used Rankin & Associates to determine their effectiveness. A recommendation was made that the campus climate information be documented in a report and published for future use to showcase what UCA is doing. A recommendation was made that the results be sent up line to Executive Staff.
 - The chair will report on the 3 references at the next meeting.
- Funding for Diversity Initiatives
 - A proposal of \$100,000 was submitted to the Strategic Budget Advisory Committee. It was not approved. Plan B is to look for alternative revenue streams

(i.e. Bookstore, Chair of the Board funds, President's discretionary funds). The President has committed to devote some type of funding but it is not yet determined from where. He has a copy of the original proposal.

- A recommendation was made that the committee visit with the governing bodies to request for funding.

- Recruitment, Retention, & Development of Diverse Faculty
 - Dr. Mosley has joined the sub-committee.
 - Dr. Webster-Smith attended a conference regarding developing minority professors and aiding in the recruitment of diverse faculty. She has received five (5) applications each year in the past two (2) years at the conferences. There have not been any hires from those applications.
 - Dr. Webster-Smith is meeting with department chairs to provide an overview of the Office of Institutional Diversity and recruiting diverse faculty.
 - A flyer was distributed regarding an overview of the efforts of the Office of Institutional Diversity (See Exhibit 2)
 - The Office of Institutional Diversity, in partnership with IDC, offered a focus group luncheon in January to learn the professional development needs of diverse faculty.

- Strategic Planning
 - A draft of the UCA Strategic Plan under Goal #3 (Diversity) was distributed. The goal is for the document to be utilized as a guideline for all colleges/departments to report each year as a part of the University Strategic Plan. (See Exhibit 3). Discussion followed.
 - It was determined that the President and Executive Staff should sign off on it before the Strategic Planning Committee (SPC). Dr. Webster-Smith discussed presenting the plan to the governing bodies and hosting a reception with the diversity committees from the various colleges and divisions. A recommendation was made that the document be finalized by the end of this academic year so that it is ready for use by the Fall.
 - **There was a motion from Dr. Mosley to approve the document as presented. Motion was seconded by Dr. Pinchback. The motion passed.**
 - After approval from the President/Executive Staff, it would need to be sent on to the SPC. Tammy Rogers is the new chair.
 - Mr. Williams will present the document to the President/Executive Staff next week.

III. Old Business: Revisit Gender Neutral Restroom signage

- The Physical Plant has posted the approved signage (see Exhibit 4).
- There is a commitment to have a gender neutral restroom in new infrastructure however, old infrastructure may be limited based on bathroom location and funding.
- It was determined that the bathroom locations could not be added to the UCA campus maps.
- LGBTQ students were notified about the location of the restrooms. There was discussion on why the entire campus was not notified and pros/cons of this.
- The committee will be verifying that all of the restrooms are handicapped accessible.
- The location of the restrooms are located on the Diversity website

IV. New Business: Lactation Station Project

- The Needs Assessment and Proposal for Lactation Suites handout was distributed. (See Exhibit 5)
- The information was presented to the governing bodies and funding was approved from each group.
- The stations will be located in Old Main (2), Student Health Center, and the Library. The goal is to have them up and ready after Spring Break

VI: Calendar: Next Meeting

- The committee will be notified via email regarding the setting of the next meeting which will be before the end of the semester.

Adjournment: The meeting was adjourned at 4:22 p.m. by Dr. Webster-Smith.

An Assessment Proposal on Campus Climate at the University of Central Arkansas

Compiled by:
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Genae Dorsett
Michelle Zengulis
Darshon Anderson, PhD
Lawrence Mrozek, PhD



Background

The assessment proposal for campus climate was brought about through the Office of Institutional Diversity at the University of Central Arkansas (UCA) and the need recognized by the Higher Learning Commission. For UCA to comply with its focus on diversity, members of the Diversity Advisory Committee suggest an assessment of campus climate to gain a better understanding of the campus.

Purpose

The purpose of the proposal is to show a need for UCA's campus climate assessment and to present recommendations to the campus. Students, faculty, and staff will provide feedback to the Diversity Advisory Committee to build a foundation for recommendations to further improve the campus.

Literature

Campus climate can be seen as the current appearance of a campus' culture, and it refers to the way that faculty, staff, and students perceive a campus (Sheldon, 2001). In the 1950's, Knapp and Greenbaum (1953, cited in Baird, 2005), and Pace and Stern (1958, cited in Baird, 2005) developed instruments that measured a variety of items to assess the college environment, which included items such as the number of people going on to Ph.D.'s and other psychological constructs that measured various student needs and concerns (Baird, 2005).

Baird (2005) presented a matrix of eight types of college environment measures, along with an evaluation of their relative frequency in the research. Also influencing the evaluation of the environmental perceptions can be the statistical distribution of responses (Baird, 2005). The mode(s), median scores, standard deviation, kurtosis, outliers, etc. can all reflect significant differences in respondents' perception of the campus environment, even if the samples have similar average (mean) scores. Even though there may be a few similarities with dimensions across instruments, each has its own unique spin on dimensions, depending on the focus of the instrument.

There are several other factors that can have an influence on diversity and can have an effect on the campus climate. One is the understanding of the need for social change in relation to traditionally oppressed groups. Without an understanding of the dominant culture's privilege in the culture, understanding the need for improving social justice would not be possible (Kumashiro, 2002; Office of Student Affairs Assessment, 2005a). In homogeneous environments, such as PWI's where there may be limited exposure to people of different cultures, ethnicities, sexualities, etc., the opportunities to challenge their perceptions may be limited and result in a greater resistance to the acceptance of services and benefits for the marginalized groups (Gurin, 1999; Hurtado, Engberg, Ponjuan, & Landreman, 2002; Office of Student Affairs Assessment, 2005a).

The experiences for other student populations have also contributed to the findings that a diverse student body, and diverse faculty and staff, can contribute to academic and social development. The experiences for people of various sexualities and gender expressions have also reflected a greater amount of harassment, and a less welcoming climate on campuses. The campus climates for other groups have also been assessed, but with lesser frequency. The studies of diversity have generally focused on ethnicity/race, gender and sexuality and rarely included other groups, such as disabled students (McCune, 2001).



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Literature Continued

Climate surveys are beneficial on campuses because they can see the sides of the population that other statistics cannot. These assessments generally lead to the development of programs and departments within an institution to better serve students based on the results. Utilizing assessments have proven to be effective in bringing awareness of a situation and/or suggesting improvement within an organization ("Inventory of Higher," 2003). Overall, assessments in higher education are and are not a recent development. Institutions use them for a variety of reasons to evaluate the complete scope of the faculty, staff, and students, and the relations of those groups to each other.

Benchmark Institutions

The requested focus was on other benchmark institutions that are comparable to the University of Central Arkansas based on size, setting, and *undergraduate instructional program* found on

Carnegie Foundation for the Advancement of Teaching's website (http://classifications.carnegiefoundation.org/lookup_listings/) in addition to the University of Arkansas (UArk) at Fayetteville. The institutions chosen for comparison are Louisiana Tech University (LA Tech), Prairie View A&M University (PVAMU) and Henderson State University (HSU). Only one widely used instrument was found that could be adapted for use on the University of Central Arkansas campus.

Commercially Developed Instruments (CDIs)

Rankin and Associates Consulting Inc. has conducted assessments of campus climates to identify current strengths and challenges since 2000 on over 75 campuses and/or university systems (Rankin & Associates Consulting Inc., 2012).

Rankin & Associates uses the *Transformational Tapestry Model* to maximize "equity through assessment, planning and implementation of

intervention strategies" (Rankin & Associates Consulting Inc., 2012). The Transformational Tapestry Model is made up of four different dimensions, which are the current campus climate, climate assessment, transformational interventions, and the resulting transformed climate (Rankin & Reason, 2008).

Recommendations

The Assessment Committee recommends that UCA consults with Rankin & Associates to conduct the campus climate survey. In the event that Rankin and Associates cannot be contracted, the Assessment Committee has created an alternative student survey to use. The alternative survey was specifically developed for UCA's campus as a cost efficient way to provide feedback on an array of diversity topics. This would be the first attempt of a campus climate assessment of UCA's campus, and using the group's survey would be a beneficial trial run to see if any areas need more attention.

References

- Bardo, J. (2009). The impact of the changing climate for accreditation on the individual college or university: Five trends and their implications. *New Directions for Higher Education*, 145, 47-58.
- Sheldon, C. (2001). *Campus climate survey: Faculty and staff opinions of the campus environment*. Research Report. Cypress College, CA: Cypress College.
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- Tower, L. E., & Bowen, E. (2011). A snapshot of organizational climate: Perceptions of extension faculty. *Journal of Extension*, 49(5), 1-12.
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Exhibit 2



INCLUSIVE COMMUNITY. INCLUSIVE EXCELLENCE.

The Office of Institutional Diversity serves as a strategic catalyst for inclusive excellence within our community of student and faculty scholars, among our staff, and beyond our campus.

The Office of Diversity and Community offers outreach to underrepresented student populations through initiatives such as the Minority Mentoring Program, Black Male Achievement Challenge, the Latino/Hispanic Outreach Program, and the LGBTQ Outreach. This office also offers outreach to women.

The Office of University Training facilitates diversity training, workplace harassment prevention, supervisory training, new staff orientation, and other relevant professional development opportunities for faculty and staff.

The Diversity Advisory Committee convenes faculty representatives from each College, representatives from the Staff Senate, and representatives from the Student Government Association, in addition to ex-officio members. The committee's charge is to promote opportunities to work, learn, and develop within a community that embraces the diversity of individuals and ideas.

The Diversity Website is a clearinghouse of diversity initiatives and support, the diversity ledger, and more. Feel free to visit www.uca.edu/diversity.

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STRATEGIC PLAN: UCA Diversity Goals, Dimensions, Objectives, Principles, and Practices	
UCA Strategic Plan Instructions	This document serves as the UCA Diversity Strategic Plan. Each college and department/functional unit annually reports its customized initiatives and programming on this guiding document by responding to each of the three dimensions as well as each of the three objectives and their elements.
Goal #3	The core values of this strategic plan align with UCA's Goal #3 to <i>promote diversity in all areas.</i>
Definition UCA Board Policy 502 Affirmative Action/ Equal Opportunity Statement for Inclusion in University Publications; Revised 5/2014	The University of Central Arkansas is an affirmative action/equal opportunity institution dedicated to attracting and supporting a diverse student, faculty, and staff population through enhanced multicultural learning environments and opportunities. In keeping with its non-discrimination policy in employment, admissions, and other functions and programs, the university considers employees and students on the basis of individual merit and will not discriminate against a person on the basis of gender, race or color, ethnicity, religion, spiritual beliefs, national origin, age, familial status, socioeconomic background, sexual orientation, disability, political beliefs, intellectual perspective, genetic information, military status, or other factors irrelevant to participation in its programs.
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.

Dimensions	Core Areas	Social Identify Characteristics	Focal Groups
	<ul style="list-style-type: none"> • Student, administrator, faculty, and staff recruitment, retention, and development; • campus climate; • curriculum, instruction, and assessment; • research and inquiry; • intergroup relations and discourse; • student, faculty, and staff achievement and success; • leadership development; • nondiscrimination; • procurement/supplier diversity • institutional advancement; • external relations; • strategic planning and accountability 	<ul style="list-style-type: none"> • race; • color; • ethnicity; • gender; • 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 	<ul style="list-style-type: none"> • undergraduate students; • graduate students (masters); • graduate students (doctoral); • staff; • administrators; • executive staff; • trustees; • alumni; • legislators; • media; • community members; • others

Three Objectives to Promote Diversity in All Areas						
1. Attract and support a diverse student, staff, and faculty population.						
Principles and Practices	Action Steps	Resources Expended	Responsibility	Results	Evidence of Outcomes	Future Modifications
<p>1a. Accountability: Collect and assess data accounting for diverse populations of students, faculty, staff, and administrators with specific attention given to recruitment and retention; persistence and graduation rates; honors enrollment; STEM participation; academic remediation; academic achievement gaps; student leadership development and participation; co-curricular activities (athletic and non-athletic); discipline and expulsion; other relevant criteria.</p> <p>1b. Intervention: Identify and rectify potential and existing barriers that impede optimal success of diverse and highly vulnerable populations (students, faculty, staff, administrators, and procurement/suppliers).</p> <p>1c. Access and Equity: Develop and promote policies, practices, and activities that afford access and equity to underrepresented administrative, faculty, student, and supplier populations.</p>						

2. Enhance interaction and understanding among diverse groups.						
Principles and Practices	Action Steps	Resources Expended	Responsibility	Results	Evidence of Outcomes	Future Modifications
<p>2a. Programming: Organize and facilitate opportunities to enhance the diversity mission (i.e., professional development, community outreach, conferences, difficult dialogues, focus groups, institutes, presentations, restorative justice, seminars, town hall meetings, workshops, etc.).</p> <p>2b. Responsiveness: Acknowledge and respond appropriately and effectively to incidents of bias, (i.e., victims, internal and external reporting processes, law enforcement, regulatory agencies, various campus authorities and leadership, media communications, and record keeping).</p> <p>2c. Involvement: Collaborate with and support campus organizations that provide collective guidance and extend awareness and understanding of specific populations, topics, and issues.</p>						

3. Cultivate enriched learning opportunities in a global community.						
Principles and Practices	Action Steps	Resources Expended	Responsibility	Results	Evidence of Outcomes	Future Modifications
<p>3a. Benefits: 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.</p> <p>3b. Curriculum: Plan and evaluate curriculum development efforts that facilitate authentic and inclusive teaching and learning practices.</p> <p>3c. Enhancement: Support diversity-focused research that advances insight into the impact of race, ethnicity, and socioeconomic status in education plus institute and sustain Inclusive Excellence Awards that celebrate students, administrators, faculty, and staff who demonstrate an extraordinary commitment to diversity.</p>						

Exhibit 4

Gender Neutral Restrooms



Bernard Residence Hall	Lobby
Health, Physical Education and Recreation	South side glass doors to the pool; located on the north side
Hughes Residence Hall	Lobby
State Residence Hall	Lobby
Student Health Center	All floors
Torreyson Library	Left of the main entrance
UCA Police Department	Right of the main entrance

Lactation Suites for the University of Central Arkansas: A Needs Assessment and Proposal

Compiled by:

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Background

In response to the request of a Faculty Senator, Vice-President Ronnie Williams requested that the Office of Institutional Diversity convene a committee to further investigate the need for lactation stations at the University of Central Arkansas (UCA) that would provide nursing mothers on campus a private, sanitary, and comfortable area to express and/or pump breast milk. The committee composition included two administrators with faculty rank, four staff members, and one student.

Proposal Purpose

The purpose of this proposal is to provide information to and garner support from members of the Executive Staff, Faculty Senate, Staff Senate, and Student Government Association. The objective is to provide reasonable lactation stations over time. They would be located in the center historic cluster of campus, the north and south sides, and the east and west sides of campus.

Literature

The Patient Protection and Affordable Care Act ("Affordable Care Act") amended §7 of the Fair Labor Standards Act ("FLSA") requires employers to provide reasonable break time for an employee to express breast milk for her nursing child for one year after the child's birth each time such employee has need to express the milk. Employers are also required to provide a place, other than a bathroom, shielded from view and free from intrusion from coworkers and the public, which an employee can use to express breast milk. (U.S. Dept. of Labor, Wage and Hour Fact Sheet # 73: "Break Time for Nursing Mothers under the FLSA", 2010.)

Arkansas has two laws supporting breastfeeding families. Act 621, codified at A.C.A. §11-5-116, requires employers to provide reasonable unpaid break time to an employee who needs to express/pump breast milk, which mirrors the Federal requirement under the FLSA. Additionally, Act 680, codified at A.C.A. §20-27-2001, allows a mother the right to breastfeed her child in any public place or any place where other individuals are present.

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex—including pregnancy and parental status—in educational programs and activities. Although Title IX does not require universities to provide breaks to non-employee students who are breastfeeding, the unwillingness to accommodate a student could cause serious hardships because failure to express breast milk on a set schedule can lead to engorgement. This condition causes discomfort, pain, and fever, and can even lead to infection, as well as a reduction of the amount of breast milk produced. (National Women's Law Center, Title IX: 40 Years and Counting, 2012).

According to the Civil Rights Act of 1964, § 7, 42 U.S.C. § 2000e et seq. (1964), if a school or university receives Federal funding, it cannot discriminate for any reason. Because Arkansas law provides that a woman may breastfeed in any public place, and because the University is a public place, not allowing a mother to breastfeed, express, or pump breast milk in a public area is discrimination. Therefore, the committee investigation yields that it is in the best interest of the University to provide a private, sanitary, and comfortable area to express and/or pump breast milk -- not only for UCA faculty and staff, but for students, as well.



Focus Groups

On November 11, 2014, the Lactation Station Committee conducted focus groups with 22 participants representing UCA faculty and staff from various colleges/divisions, the UCA student body, and the Conway community. Many participants were currently pregnant, currently breastfeeding, or had breastfed in the recent past. The overwhelming majority indicated a severe need on the UCA campus to provide a private and comfortable space other than a restroom for mothers to express breast milk while on campus. The focus groups also noted that not having a private area is often a deterrent to breastfeeding and possibly, student enrollment. They provided examples of equipment and furnishings needed to ensure that the stations would be most beneficial, including comfortable seating, electrical outlets for pumping devices, mini-refrigerator, magazines, a sink, a microwave, adjustable lighting, and housekeeping supplies. Ambience and comfort of the setting are critical for the nursing mother to experience an efficient and effective flow.

Funding

Based on the feedback of the focus group participants as well as constituents who were unable to attend the meeting but emailed suggestions, the Committee requests space in five buildings from the University and funding from the three governing bodies: the Faculty Senate, the Staff Senate, and the Student Government Association. With funding from the aforementioned bodies and gifts in-kind from the campus community, the majority of potential costs just might be covered. Based on conversations with one of UCA's construction inspectors, preparation and furnishings would range from \$1,500 to \$2,000 per site, depending on the readiness of the space. Absent sufficient donations, the Committee will request University funding. All the same, the Committee welcomes the donation of supplies and/or equipment and grant funding from external organizations that are committed to ensuring workplace friendliness to the nursing-mother population.

Recommendations

In sum, the Lactation Station Committee recommends that UCA begin implementation of various lactation suites beginning in the spring of 2015. The first site would be located in the center of campus in Old Main where space is available. The second site, also opening in the spring of 2015, would be inside the Women's Health Center where there is designated space. Other potential sites include Burdick, opening in the fall of 2015, and the College of Business in the spring of 2016, and eventually the Lewis Science Center. The Committee proposes to pilot the initial site for the first four weeks of operation to determine the ease of use of the facility, as well as the sign-in/out system. The Committee would further evaluate the feedback at the end of the first semester to examine potential yet feasible modifications before opening additional sites. The Committee appreciates your consideration. Please forward questions and comments regarding this proposal to the Office of Institutional Diversity at Institutional-Diversity@uca.edu or 501-450-3135.

References

Civil Rights Act of 1964 § 7, 42 U.S.C. § 2000e et seq. (1964).

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