Diversity Advisory Committee Meeting
MINUTES

Meeting Date: April 18, 2022

Members Present: Hillary Anderson, Aaron Knight, Adriian Gardner, Angela Webster, Britni Elder, Charlotte Parham, Daniela Jimenez, Elizabeth Gayfield, Grace Adeyemi, Hunter Roberts, Jessie Taylor, Joan Simon, Jonathan Glenn, Shawanna Rodgers, Steve Schlachter, Taylor Ingram, Veneta Fricks

Members Absent: Curtis Barnett, Robin Williamson

Ex-Officio: Charlotte Strickland, Darshon Reed

Special Guests: Allen Thomas, John Merguie, Kevin Thomas, Lesley Graybeal, Maria Negrete Padron, Taine Duncan, Tajaro Hudson, Thomas Bruick

Call to Order: Dr. Webster call the meeting to order at 2:03 p.m.

- Acknowledgement of Approval of Previous Meeting Minutes

Guest Speakers

Dr. Lesley Graybeal – Director of Service- Learning and Volunteerism

- Civic Action Planning Committee (CAPC)
- CAPC is a coalition of departments, faculty, staff, and student leaders that represent student organizations that have an interest in civic and political engagement initiatives
- All In Campus Democracy Challenge
- A self-reporting initiative that empowers colleges and universities to achieve excellence in nonpartisan student democratic engagement
- Campus Action Plan, Exhibit A
- The final draft will be submitted by the end of May
- The National Study of Learning, Voting, and Engagement (NSLVE) Report (Exhibit B) is a study on voter registration and engagement rates. It will be submitted alongside the Campus Action Plan

- UCA has received the silver seal for student engagement for the past two elections
- Questions
- Is helping campus be more accepting of political views part of this committee's work? It hasn't been an explicit focus, but it could become one if that is an interest of this group.
- Do you see unacceptance of political viewpoints while doing this work? We haven't really seen this type of conflict because students with different political viewpoints often engage in politics in different ways.
- Would you be able to integrate more political acceptance into this committee's work if needed? Yes, and I can incorporate your feedback into our campus plan.
- How do you navigate accepting different political ideologies while also taking a stand against ideologies that are materially harmful to different communities? If the Civic Action Committee formally takes on political marginalization, then we would want to create a framework for what is or is not acceptable. However, the committee does not have much control over who students invite to speak to campus.
- How would you plan a structure for discussions and open forums on politics and religion? The Common Conversations Initiative has a planning group of informed people that can help set up community norms or facilitate/moderate discussions involving sensitive topics.
- Does religious acceptance spill over into your work at all? The only time that it does is when we collaborate with Dr. Duncan and the Department of Philosophy of Religion. If the department is hosting an activity relevant to civic engagement, we are happy to help promote those events, but the committee as a whole does not explicitly seek out programming on religious acceptance.
- Are there any specific policies/board policies pertaining to religious and political representation on campus? There are commitments that the university espouses in the Diversity Statement. There are free-speech areas on campus that are designated for entities to use, and if one partisan political candidate is invited to campus, we must invite the other partisan candidates. Individuals can reach out to Warren Readnour, General Counsel, if they are uncertain about inviting a certain speaker or group. There are locations where people can/cannot protest and place signs during forums.

Dr. Kevin Thomas – Enrollment Management and Its Role in Diversity, Belonging, Inclusion, & Equity (DBIE) Data

- The Division of Enrollment Management contains Academic Advising; Admissions & Enrollment Services; Online, Transfer, and Returning Student Services (OTRSS); Registrar's Office; Athletic Academic Advising; Student Financial Aid; and the Veteran Resource Center
- Academic Advising is transitioning to primary role advising
- Students will now have the same advisor during their time at UCA instead of switching midway
- They are looking at advising to the cohort as a concept to help advisors retain more students
- Registrar's Office
- Has started assessing student records individually, which has kept 15-25 students from being dropped their senior year since its implementation
- OTRSS
- Working to maximize transfer credit hour efforts
- 791 credit hours were substituted/adjusted to apply toward spring 2022
- Students saved over $272,725.21, not including additional course fees
- Use of Data and Best Practices at UCA
- Fall 2020- Fall 2021: Students were either admitted or denied based on a combination of high school degree or GED, 2.5 GPA, 17 ACT composite/930 SAT, and minimum 15 ACT equivalent for a subject scores
- Spring 2022: Students with 3.0 GPA and no test scores are deemed admissible to UCA
- This policy will remain in place until fall 2023 cohort
- Do Adjustments Make a Difference?
- Our enrollment numbers are bouncing back to pre-pandemic
- Undergraduate Academic Scholarship Data
- More scholarships are being offered than in previous years
- There are significant changes in how they are awarded from a competitive and access standpoint
- Recruitment
- UCA is recruiting more competitively in Arkansas counties where we were not recruiting heavily before
- Questions
- How do you know if the number of underserved students enrolling comes from change

in UCA policy or something else? What other things are you doing to supplement these changes? What is your team doing to specifically handle other aspects of the student experience, namely retention overall?

- A lot of what we handle is on the front-end of the student experience, we have a tremendous opportunity to bring people through the door and onto campus. Academic advising plays a large part of retention. Focusing on the freshmen cohort, because they're more at risk, and being able to follow-up with them will be a big help. Another office that plays a large part is financial aid. They are working with incoming students so that they know how the finance process works and understand their finances when they commit to UCA.

- Is there any data that's collected outside of retention for that first year, and are you partnering with any other divisions to reach out to students such as partnering with faculty?

- A lot of communication with students is personalized, electronic communication that is sent out at various times, such as registration. Enrollment management communicates with students individually and generally gets a 60-65% response rate. Moving forward, we will have embedded advisors that will have more of a relationship with the students. We have work to do, but we are taking steps in the right direction.

Subcommittee Report Discussions

- All subcommittee reports are in Exhibit C

Discussions and Actions on Subcommittee Work

Political and Religious Acceptance

- University Training will incorporate this topic in the upcoming year and asks for resources and suggestions from the committee.

- There was a motion to ask CAPC to integrate political acceptance into their work and ask University Training to integrate religious acceptance into their work.

- The motion passed.

Black Men's Experience at UCA

- The outcomes of this year's work will be revisited by way of presentation at a future meeting.

Diversity Strategic Plan (DSP)

- DSP information has been updated.

<u>Questions</u>

- Are the committee reports being sent to entities on campus to aid them in their work?
- This is the first time that we have done committee reports, but all minutes are posted on the IDI website for general viewing.

Constituent Concerns

- None

New Business

- There will be a DBIE Week October 3 – October 7 that includes educational opportunities as well as a fair. We will be convening a planning committee. We are requesting your help and participation to make DBIE Week a success.

For the Good of the Order

- Subcommittee chairs, please continue to meet as needed, you do not have to wait for the first DAC meeting to do so.
- The next meeting will be scheduled at the beginning of the fall semester

Adjournment

- Adjourned at 3:07 p.m.

ALL IN Campus Democracy Challenge Campus Plan

I. Executive Summary

The University of Central Arkansas (UCA) Civic Action Planning Committee was formed in August 2017 and identified as its tasks cataloging existing civic engagement activities, proposing potential new civic engagement activities, and developing mechanisms for better coordinating civic engagement activities at UCA.

The initial membership of the Civic Action Planning Committee drew heavily from a previous campus group, the Campus Election Engagement Project Committee, which met as a working group throughout the spring and fall semesters of 2016 to coordinate campus voter education and engagement efforts surrounding the 2016 Presidential election, and which had broad campus representation of diverse stakeholders. At an initial meeting of the Civic Action Planning Committee, the group generated a list of additional campus and community stakeholders to invite to participate, as well as replacement members as needed.

Following the submission of UCA's Civic Action Plan to Campus Compact in 2018, the group reconvened as the Civic Action Coordination Committee to reflect its ongoing focus on serving as the coordinating body for civic engagement activities campuswide.

Administrative support for civic engagement at UCA and for the Civic Action Coordination Committee is provided by the Division of Outreach & Community Engagement, which houses Service-Learning & Volunteerism and the Vote Everywhere program. Additionally, the UCA Student Government Association created a new committee in 2018 for external affairs, the Bear Advocacy Group, which is advised by the university's Director for Governmental Affairs and External Relations.

This version of the UCA Civic Action Plan has been updated in May 2020 to include information gathered and initiatives developed in UCA's original 2018 Civic Action Plan as well as the Vote Everywhere Campus Plan for 2020-2021. This document is to guide the implementation of civic engagement at the university and the work of the Civic Action Coordination Committee in 2020-2021.

II. Leadership

Committee Composition and Responsibilities

The University of Central Arkansas (UCA) Civic Action Planning Committee was formed in August 2017 and identified as its tasks cataloging existing civic engagement activities, proposing potential new civic engagement activities, and developing mechanisms for better coordinating civic engagement activities at UCA.

The initial membership of the Civic Action Planning Committee drew heavily from a previous campus group, the Campus Election Engagement Project Committee, which met as a working group throughout the spring and fall semesters of 2016 to coordinate campus voter education and engagement efforts surrounding the 2016 Presidential election, and which had broad campus representation of diverse stakeholders. At an initial meeting of the Civic Action Planning Committee, the group generated a list of additional campus and community stakeholders to invite to participate, as well as replacement members as needed.

Following the submission of UCA's Civic Action Plan to Campus Compact in 2018, the group reconvened as the Civic Action Coordination Committee to reflect its ongoing focus on serving as the coordinating body for civic engagement activities campuswide. The following is a list of individuals who served on the committee in 2019-2020:

> Lesley Graybeal (Co-Chair), Director, Service-Learning & Volunteerism
> Peter Mehl (Co-Chair), Associate Dean, College of Liberal Arts
> Clay Arnold, Chair, Political Science
> Angela Barlow, Dean, Graduate School
> Whitney Barringer, Schedler Honors College
> Kurt Boniecki, Associate Provost for Academic Success
> Katherine Bray, School of Communication
> Taine Duncan, Chair, Philosophy & Religion
> Shelby Fiegel, Director, Center for Community & Economic Development
> Phillip Fletcher, Executive Director, City of Hope Outreach
> Veneta Fricks, Housing & Residence Life
> Jeremy Gillam, Director, Governmental Affairs and External Relations
> Victoria Groves-Scott, Dean, College of Education
> Greta Hacker, Vote Everywhere
> Jacob Held, Associate Provost for Assessment and General Education
> Javier Hernandez, Vote Everywhere
> Christy Horpedahl, Arkansas Center for Research in Economics
> Tajaro Hudson, Office of Student Life
> Cindy Lea, Schedler Honors College
> Emily Lane, Leadership Studies
> Jamal Lockings, Student Government Association

Kelly Owens, Dean of Students
Jayme Millsap Stone, Director, Learning Communities
Charlotte Strickland, Director, University Training
Amber Wilson, Torreyson Library
Julia Winden Fey, Director, Office of Student Success

Committee members serve by virtue of their positions, and new members are added as new campus initiatives arise or gaps are identified by the committee. All committee members are expected to attend monthly meetings, contribute information about current civic engagement activities and initiatives, and collaborate with others on the committee to support or enrich their work.

Administrative Infrastructure for Civic Engagement

Administrative support for civic engagement at UCA and for the Civic Action Coordination Committee is provided by the Division of Outreach & Community Engagement, which houses Service-Learning & Volunteerism and the Vote Everywhere program. Additionally, the UCA Student Government Association created a new committee in 2018 for external affairs, the Bear Advocacy Group, which is advised by the university's Director for Governmental Affairs and External Relations.

III. Commitment

UCA has been home to a wide variety of civic engagement activities and initiatives over the years, and our institutional leadership recognizes the benefits of making these efforts more intentional, strategic, coordinated, and mutually supported across campus. We see a strong foundation for civic engagement activities in the university's Vision, Mission, Core Values, and Strategic Plan.

Civic Action Plan Vision and Mission

The UCA Civic Action Plan seeks to energize and expand the university's focus on civic engagement, including activities and initiatives, new or ongoing, that contribute to producing graduates who are educated citizens, creating partnerships that serve the public good, and developing learning opportunities that promote social responsibility locally and around the world.

The Civic Action Plan supports the vision and mission of the University of Central Arkansas and the following core values:
- **Intellectual Excellence**, including preparing students to be educated citizens who are culturally competent and appreciate diversity
- **Community**, including community partnerships, outreach activities, and public service
- **Diversity**, including learning opportunities for students as members of our global community
- **Integrity**, including an institution, faculty, staff, and student body that are responsible members of our many levels of community

Furthermore, the Civic Action Plan supports the University's Strategic Plan Goal 1A, as increasing civic engagement opportunities on campus will support students' academic and personal success.

Civic Engagement in the Curriculum & Co-Curriculum

Educating for civic learning and democratic engagement have been incorporated into the general education curriculum with the core requirement for responsible living and into various disciplines at all levels through the Service-Learning Program. The UCA Core is designed to help students develop the knowledge necessary for critical inquiry, effective communication, and responsible living in a diverse and changing world; the overarching goal of the program is to develop curious, knowledgeable, articulate, and ethical people who are prepared for greater success in future learning and who are willing and able to make effective contributions to their communities.

In the UCA Core, responsible living is defined as "the ability to address real-world problems and find ethical solutions for individuals and society."

- Goal A: Apply ethical principles to solve problems
  - The Goal A rubric assesses the following three specific skills or knowledge areas:
    - Ethical Awareness
    - Ethical Issue Recognition
    - Ethical Application
- Goal B: Make appropriate recommendations based on discipline specific knowledge to address an issue or scenario and evaluate the effect that decisions have on the well-being of self, others, society and/or environment(s).
  - The Goal B rubric assesses the following three specific skills or knowledge areas:
    - Issue Recognition
    - Analysis of Knowledge
    - Impact of Decisions

All courses designated as service-learning courses include the outcomes that students will

1. Understand how the discipline can serve the needs of the community
2. Achieve course objectives
3. Understand and appreciate local, national, and/or global diversity
4. Understand their role as engaged and informed citizens
5. Understand the importance of UCA's responsibility to help address the needs of the community
6. Learn to work well with others to achieve common goals

Civic engagement is furthermore integrated into the co-curriculum through the Bear Experience, where Community Engagement and Service is one of four pathways available for students to earn credentialing through a co-curricular transcript. Students on this path will develop an understanding of communities through service and civic activities that apply knowledge and work with others to address social issues. Activities in the Community Engagement and Service pathway develop the following skills:

- Civic Engagement
- Community Collaboration
- Problem Solving
- Social Responsibility

Institutionalization of Civic Engagement at UCA

The University of Central Arkansas joined Campus Compact in 2013 in conjunction with the formal launch of the university's Service-Learning Program, recognizing the importance of joining a national community of practice as we institutionalized academic service-learning on our campus. Since that time, university representatives have participated in and presented at the Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education, submitted nominees for Campus Compact recognition programs such as the Newman Civic Fellows, and utilized other Campus Compact resources such as conference calls and grant opportunities.

The university welcomed our 11th president, Houston D. Davis, in January 2017, and President Davis signed the Campus Compact 30th Anniversary Action Statement on May 4th, 2017. The Civic Action Planning Committee completed the university's first Civic Action Plan in May 2018. Also in 2018, the university became a member institution of the Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education and joined the Vote Everywhere network of campuses.

In 2020, President Davis also became a signatory of the Higher Education Presidents' Commitment to Full Student Voter Participation as part of the ALL IN Campus Democracy Challenge.

IV. Landscape

Civic Engagement Defined

The Civic Action Planning Committee used the following definitions to guide our understanding of civic engagement:

> Excerpts from *Civic Responsibility and Higher Education* (2000), edited by Thomas Ehrlich, provide two definitions:
>
> "Civic engagement means working to make a different in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make a difference. It means promoting the quality of life in a community, through both political and non-political processes." *-Preface, page vi*
>
> "A morally and civically responsible individual recognize himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate." *-Introduction, page xxvi*
>
> Another relevant quote comes from Michael Sandel's book, *Justice* (2009). "If a just society requires a strong sense of community, it must find a way to cultivate in citizens a concern for the whole, a dedication to the common good. It can't be indifferent to the attitudes and dispositions, the 'habits of the heart,' that citizens bring to public life. It must find a way to lean against purely private notions of the good life, and cultivate civic virtue" *-Page 263*

Given these definitions, a civic engagement activity is one that engages members of the university community in reciprocal partnerships both within and beyond the university to make a positive difference in the quality of life of a community and contribute to the common good. To further operationalize this definition, we imagine that civic engagement activities will do at least one of the following:

- Support the university's infrastructure for civic learning and reciprocal partnerships
- Prepare students for a life of active citizenship through curricular and co-curricular learning about issues of public concern
- Recognize and work to address social inequalities in our communities, including our campus community

Framework for a Civically Engaged University

The Framework for a Civically Engaged University is part of an institutional effort at UCA to provide all students opportunities for participation in experiential learning activities.

Expectations for a Civically Engaged University: All students have the opportunity to participate in at least one civic engagement activity, and all faculty and staff have support for participating in institutional efforts and initiatives that serve the public good. This will involve the institution offering a significant number of civic engagement activities, including both academic and co-curricular.

Categories for Activities

- Partnerships for the Public Good
- Education and Civic Engagement
- Challenging Social Inequalities

Key Activities: The activities below are intended to capture the breadth of programs and stakeholders on campus that are currently engaged in civic engagement or will engage in civic engagement activities in the future. The programs and stakeholders may or may not have civic engagement as their primary mission or responsibility.

University Centers

- **Definition:** University Centers provide targeted data, research, and programming to support campus and community initiatives. University Centers included in this Civic Action Plan are those that respond to community needs with specialized expertise. Community needs may be local, regional, national, or global in nature, and resources provided may include technical assistance, public policy analysis, community-based research, capacity building, and lifelong learning.
- **Examples:** Arkansas Center for Research in Economics, Center for Community & Economic Development, and the Confucius Institute

Academic Engagement
- **Definition:** Academic Engagement is defined under the Civic Action Plan as the institutional framework for providing intentional curricular processes that develop the knowledge, skills, abilities, and attitudes necessary for students to lead lives of active citizenship and contribute to addressing issues of public concern.
- **Examples:** Service-Learning Program, Study Abroad/Domestic Study Away, Internships, PhD in Leadership Studies, Honors College, Arkansas Collegiate Model UN, and the Citizens Academy

Faculty and Staff Development and Support
- **Definition:** Faculty and Staff Development and Support are programs and resources that bolster institutional capacity (1) to promote quality of community and institutional diversity, (2) to develop and execute the programs and initiatives outlined in the civic action plan, and (3) to recognize the value of civic engagement work of students, faculty, staff, and community partners
- **Examples:** Institutional Diversity Grants, Service-Learning Seed Grants, the Women in Academic Leadership Learning Community, and initiatives from the Center for Teaching Excellence that support civic engagement and learning

Campus-Community Civic Engagement Programs
- **Definition:** Campus-Community Civic Engagement Programs are programs, projects, and initiatives that bring together campus and community stakeholders and resources with the explicit purpose to explore what it means to be an active citizen and community member, engage participants in shared reflection and learning about issues affecting our neighbors and communities, and support participation in local, state, national, and global communities
- **Examples**: CitiZine Project, Conway Conversations, Women's Leadership Network, and the Poverty Studies Working Group

Student-to-Student Organizations
- **Definition:** Student-to-Student Organizations support the mission and vision of UCA and the Civic Action Plan. Student-led Registered Student Organizations (RSOs) feature several ongoing community outreach and philanthropic initiatives. Community-focused RSO initiatives develop civic learning, civic action, and social responsibility.
- **Examples:** Social Justice League, SGA Community Engagement, PRISM, Greek Life, Veteran Students Association, and Non-Traditional Student Organization

Volunteerism, Philanthropy, and Direct Benefit Programs
- **Definition:** Volunteerism, Philanthropy, and Direct Benefit Programs support the Civic Action Plan's vision of a university effectively challenging the detrimental effects of social and economic inequality. These programs allow the university and surrounding community to practice and promote social responsibility by creating partnerships with local institutions, establishing and increasing accessibility to university programs, and encouraging awareness and/or direct aid for the immediate alleviation of resource insecurity.

- **Examples:** Food Recovery Network, Big Event, Bear Boots on the Ground, Greek Life philanthropy requirements, Swipe Out Hunger, Bear Essentials Food Pantry, and the Career Services WOW Clothing Closet

Student Access and Success Programs
- **Definition:** Student Access and Success Programs provide research-based initiatives that address pervasive, systemic social inequities in educational access and attainment. Programs move underrepresented population, first-general students, and under-prepared students toward academic success and college completion. These initiatives include programs designed to close achievement gaps, secondary school partnerships for college preparation, as well as bridge, transitional, and second-chance programs that provide high-impact support. Additionally, we endorse programs that educate, tutor, and coach toward social responsibility and lifelong learning.
- **Examples:** Black Male Achievement Challenge (BMAC), Project X, Summer Start, Unlocking College Academics Now (UCAN), Upward Bound, Office of Student Success, Department of Student Transitions, and Gateways to Completion

Key Partnerships
- **Definition:** The university will pursue, develop, and sustain key partnerships that promote civic engagement that reciprocally benefits students and community partners. Opportunities to engage in long-term partnerships with broad campus engagement will be identified through ongoing assessment of institutional, student, and community needs and interests.
- **Examples:** Arkansas PBS, City of Hope Outreach, Faulkner County Juvenile Court, and the Gusangira Project (Service-Learning in Rwanda)

Co-Curricular Civic Learning
- **Definition:** Co-Curricular Civic Learning will support UCA's Civic Action Plan vision of graduates who are educated and engaged citizens. The initiatives provide the information, develop the civic relationships, and cultivate the community-minded dispositions necessary for effective participation in public affairs.
- **Examples:** Citizens Academy, Vote Everywhere, National Study of Learning, Voting, and Engagement, Citizenship & Democracy Week, Arkansas Collegiate Model UN, and Gender Studies Lecture Series

Current Civic Engagement Data
UCA participates in the National Study for Learning, Voting, and Engagement (NSLVE) during election years. Our NSLVE report shows that 49.3% of students voted in the most recent presidential election in 2016. Of those who voted, 30% (1,514 students) voted on election day in person. Students ages 18-21 had the lowest voting rate of all age groups at 43.7%, and first-year students were least likely to vote. Minority students also voted at lower rates than white students. In our most recent midterm election in 2018, 79.9% of students were registered to vote and 38.8% of registered students voted, representing a 1% decrease from 2014 and falling 8 percentage points below the average of all institutions. Of those who voted in 2018, 44.5% (1,365 students) voted on election day in person, with

the majority (51%) choosing to vote early. Turnout was lowest among students ages 18-21 (25.1%). Turnout decreased from 2014 to 2018 among students ages 22-24, 25-29, and 50+, but increased among students ages 18-21, 30-39, and 40-49. We also note that turnout among first-year and second-year students increased by 3.2 and 1.4 percentage points respectively; turnout among students categorized as Black and Hispanic also increased (4% and 6.7% respectively). By discipline, we see opportunities for increased voter turnout among students in health sciences, STEM, and business fields.

UCA participates in the National Survey of Student Engagement, with the university's key performance indicator being the number of mean Academic Challenge scores equal to or greater than the comparable Carnegie class means. In 2018, the most recent year for which means are available from the UCA Office of Institutional Research, the mean scores for UCA freshmen and senior students met or exceeded the mean scores of UCA's Carnegie class in all four Academic Challenge areas.

UCA additionally participated in the National Inventory for Institutional Infrastructure on Community Engagement (NIIICE) in 2018 and successfully applied for the 2020 Carnegie Elective Classification for Community Engagement. While these two self-assessment tools address a broader scope of community engagement than the Civic Action Plan, they provided an opportunity for a university-wide working group to gather information about both centralized and decentralized community and civic engagement activities.

V. Goals

This Civic Action Plan continues to promote the following three outcomes:
1. Students, faculty, and staff will build and maintain partnerships for the public good.
2. Students, faculty, and staff will integrate education and civic engagement.
3. Students, faculty, and staff will create opportunities to challenge social inequalities.

This plan additionally incorporates the goals of the student-generated Vote Everywhere Campus Plan for 2020-2021:

Long-term goals:
- Continue to increase institutionalization of civic engagement at UCA
- Continue to increase voter registration and turnout rates among students at UCA in 2020 and 2022
- Successfully advocate for online voter registration in state of Arkansas by 2022

Short-term goals:
- Participate in campus- and community-wide commemorations and investigations of the 100th anniversary of women's suffrage
- Increase student voter turnout rate to 40% by 2020 Presidential Election
- Increase minority student voter turnout rate by 5% by 2020 Presidential Election

- Build a Vote Everywhere team of 5-10 students by November 2020, drawing from the existing coalition of campus partners, and support at least one coalition-based program per semester
- Increase campus-wide awareness of voting rules and regulations, as well as ballot initiatives, by 2020 Presidential election
- Advocate for no-excuse absentee ballot statewide in Arkansas by 2020 Presidential election

VI. Strategy

This Civic Action Plan continues to promote the following activities in pursuit of the outcomes identified by the 2018 iteration of the plan:

Outcome: Students, faculty, and staff will build and maintain partnerships for the public good				
Activity	Type of Change	Responsible Party	Related Task(s)	Status
University Centers	Sustainable Capacity Development	ACRE; CCED; Confucius Institute	Respond to community-identified needs with research, technical assistance, and education	In Progress
Key Partnerships	Sustainable Capacity Development	Outreach & Community Engagement; International Engagement; Specific partner agencies	Identify partnerships with potential for expansion	Planned
Outcome: Students, faculty, and staff will integrate education and civic engagement				
Activity	Type of Change	Responsible Party	Related Task(s)	Status
Academic Engagement	Policy & Systems	Service-Learning Program; Study Abroad Office; Career Services; Academic Departments	Integrate civic engagement into academic coursework through identified learning outcomes	In Progress
Faculty and Staff Development and Support	Sustainable Capacity Development	Office of Institutional Diversity; Center for Teaching Excellence; Service-Learning Program	Create professional development, funding, and recognition opportunities for civic engagement	In Progress
Campus-Community Civic Engagement	Culture	Outreach & Community Engagement	Identify and respond to strategic opportunities for campus and community members to collaboratively explore	In Progress

			civic and community issues and identities	
Civic Learning	Policy & Systems	College of Liberal Arts; Outreach & Community Engagement	Integrate civic engagement into co-curricular programs through identified learning outcomes	Planned

Outcome: Students, faculty, and staff will create opportunities to challenge social inequalities				
Activity	Type of Change	Responsible Party	Related Task(s)	Status
Student-to-Student Organizations	Culture	Student Life; Greek Life; Residence Life	Identify and support student-led civic action and social justice initiatives	In Progress
Volunteerism, Philanthropy, and Direct Benefit	Culture	Student Life; Greek Life; Career Services; Student Success	Identify and support student-led initiatives to address needs in partnership with the community	In Progress
Student Access and Success	Policy & Systems	Diversity & Community; Student Success; Student Transitions	Strategically expand efforts to address social inequalities through increased access to and success in higher education	Planned

This plan additionally incorporates the strategies in pursuit of the long- and short-term goals of the student-generated Vote Everywhere Campus Plan for 2020-2021.

Long-Term Goal	Strategy	Tactic
Continue to increase institutionalization of civic engagement at UCA	Continue communication about campus-wide polling site	Digital Communication: Campus-wide email, feature on UCA social media accounts
	Continue and increase presence at summer orientation sessions and welcome week	Events: Voter registration tables
	Continue to serve on Civic Action Coordination Committee	Meetings: Participation in Civic Action Coordination Committee
Continue to increase voter registration and turnout rates	Host biweekly voter registration drives	Events: Voter registration tables

among students at UCA in 2020 and 2022	Host absentee ballot drive for Presidential election	Events: Absentee ballot drive
	Use social media to promote voter registration and voting challenges	Digital Communication: Vote Everywhere and UCA social media
	Plan residence hall competition in collaboration with Housing & Residence Life	Meetings: Meetings with campus and community partners Events: Voter registration drives
	Explore inter-campus competition for voter registration	Meetings: Meetings with campus and community partners Events: Voter registration drives
	Develop partnerships with Greek Life	Meetings: Meetings with campus and community partners
Successfully advocate for online voter registration in state of Arkansas by 2022	Continue to develop partnerships with other campuses and student government associations	Meetings: Meetings with campus and community partners
	Explore possibility of petition for online voter registration	Actions: Online petition
	Develop partnerships with elected officials	Meetings: Meetings with campus and community partners
	Request statement from county clerks association in support of online voter registration	Meetings: Meetings with campus and community partners

Short-Term Goal	Strategy	Tactic
Participate in campus- and community-wide commemorations and investigations of the 100th anniversary of women's suffrage	Implement planned events as partner with Women's Suffrage Planning Group	Events: Button & zine making, voter registration tables
Increase student voter turnout rate to 40% by 2020 Presidential Election	Host biweekly voter registration drives	Events: Voter registration tables
	Host absentee ballot drive for Presidential election	Events: Absentee ballot drive

	Use social media to promote voter registration and voting challenges	Digital Communication: Vote Everywhere and UCA social media
	Plan residence hall competition in collaboration with Housing & Residence Life	Meetings: Meetings with campus and community partners Events: Voter registration drives
	Explore inter-campus competition for voter registration	Meetings: Meetings with campus and community partners Events: Voter registration drives
	Develop partnerships with Greek Life	Meetings: Meetings with campus and community partners
Increase minority student voter turnout rate by 5% by 2020 Presidential Election	Develop relationship with minority outreach staff, advisors, and student organization	Meetings: Meetings with campus and community partners
	Partner with Minority Mentorship Program and visit meetings of minority-serving student organizations	Events: Presentations to campus groups
	Request to do voter registration at Welcome Week panel for cultural organizations and Greek Step Show	Events: Voter registration tables
Build a Vote Everywhere team of 5-10 students by November 2020, drawing from the existing coalition of campus partners, and support at least one coalition-based program per semester	Establish monthly meeting schedule for program planning by August 2020 (Welcome Week)	Meetings: Organizational team meetings
	Recruit team members who registered interest in 2019-2020	Digital Communication: Email newsletter to contact list
	Continue to recruit team members during student organization visits	Meetings: Visits to classes Events: Presentations to campus groups
Increase campus-wide awareness of voting rules and regulations, as well as candidates and ballot initiatives, by 2020 Presidential election	Develop a presentation on voter registration and participation basics	Events: Training
	Develop a presentation on conducting registration drives	Events: Training
	Create ballot explainer and info session about the ballot	Events: Button & zine making

	Conduct social media and traditional media outreach to students	Actions: Weekly student newspaper feature
	Host events in partnership with coalition members, including invited speakers	Events: Coalition-based programs
Advocate for no-excuse absentee ballot statewide in Arkansas by 2020 Presidential election	Draft and launch an online petition for students to deliver to Arkansas Governor	Actions: Online petition

VII. Reporting

The Civic Action Coordination Committee requested from University Marketing and Creative Services the creation of a new website for sharing information about civic engagement at UCA. The plan document and results of implementation will be shared publicly on this website. The university also regularly sends out press releases to share information about civic engagement initiatives, and highlights from the implementation of the plan will be shared publicly through a variety of university and local media. Finally, all information shared publicly will also be distributed internally using the email announcement channel UCA Inform.

VIII. Evaluation

Data collection is vital to ensuring the efficacy and sustainability of civic engagement at UCA. Data are collected by the institution each semester on various metrics related to partner and project goals, activities, and outcomes. Metrics also include demographic information to assess diversity of students, faculty, staff, and community partners who participate in civic engagement activities.

While we have organized our plan around three broad outcomes and nine key activities, the measure and targets for each outcome and activity draw form the specific examples provided in the previous section of the plan and have been set in consultation with the responsible parties identified in the Strategies section and are not necessarily comprehensive. Additional measures and targets may be added throughout the plan implementation.

Data for the evaluation of civic engagement at UCA will be collected and shared by the Division of Outreach & Community Engagement through its annual reporting process.

Outcome: Students, faculty, and staff will build and maintain partnerships for the public good

Activity	Type of Change	Participant(s)	Measure(s)	Target(s)
University Centers	Sustainable Capacity Development	Faculty/Staff; Students; Community Partners/Members	Center annual reports	Increased participation in programs and partnerships
Key Partnerships	Sustainable Capacity Development	Campus Departments; Community Partners; Students	Institutional and community needs assessments	Increased number of multi-year, multi-department community partnerships

Outcome: Students, faculty, and staff will integrate education and civic engagement

Activity	Type of Change	Participant(s)	Measure(s)	Target(s)
Academic Engagement	Policy & Systems	Faculty/Staff; Students	Department and program annual reports	Improved outcomes for participants
Faculty and Staff Development and Support	Sustainable Capacity Development	Faculty/Staff	Department annual reports	Increased number of grants and programs offered
Campus-Community Civic Engagement	Culture	Faculty/Staff; Students; Community Partners/Members	Department annual reports	Increased participation in programs and partnerships
Civic Learning	Policy & Systems	Faculty/Staff; Students	Department and program annual reports; NSLVE	Increased event participation and voter registration

Outcome: Students, faculty, and staff will create opportunities to challenge social inequalities

Activity	Type of Change	Participant(s)	Measure(s)	Target(s)
Student-to-Student Organizations	Culture	Students	OrgSync reports	Increased participation in organizations
Volunteerism, Philanthropy, and Direct Benefit	Culture	Students	OrgSync reports; Department annual reports	Increased participation in programs
Student Access and Success	Policy & Systems	Students	Department annual reports	Improved outcomes for participants

October 2021
Dear Colleagues:

We are pleased to send this tailored report containing your students' voting rates for 2020. This report contains three years of relevant topline data: 2016, 2018, and 2020. As always, we disaggregate the data so you can better identify and address gaps in participation.

College and university students participated in record-breaking numbers in the 2020 election. In 2016, the Average Institutional Voting Rate was 53%. This year, it jumped to 66%. We encourage you to review Democracy Counts 2020, our most recent national report.

As in past years, we urge you to share this report widely and strategically, particularly with faculty who, in 2020, were often the most consistent communicators with students about ever-changing voting conditions and deadlines. We also urge you to review our recommendations for engaging elections to cultivate a robust and healthy campus climate for political engagement, discourse, equity, and participation: Election Imperatives (2019) and the more recent Election Imperatives: A Time of Physical Distancing and Social Action. Since "pervasive political discussions" and attentiveness to the campus culture around speech and academic freedom are among our top recommendations, we direct you to our discussion guides on talking about your NSLVE report, on free speech and inclusion , and on hot topics, our Making Sense of ... guides.

Finally, we always encourage you to work with us. Help us help you get better data by reaching out. Email **IDHE@Tufts.edu** for more information. And as always, watch your inbox for our periodic newsletter, IDHE Update, for announcements about upcoming releases and new resources.

Congratulations on engaging your students in the 2020 election. Remember, student political learning is a year-round objective. Elections may be episodic, but student political engagement should not be.

All the Best,
IDHE Team
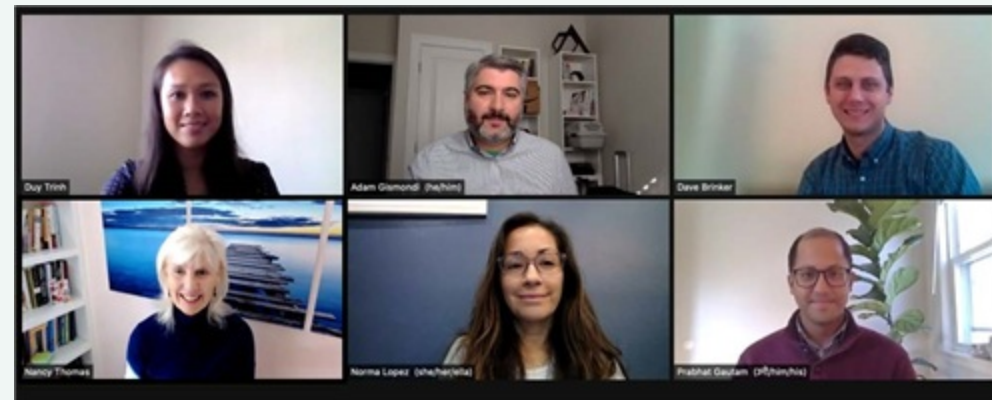
(Top Row from left) Duy Trinh, Program Administrator; Adam Gismondi, Director of Impact; Dave Brinker, Senior Researcher;
(Botton Row from left) Nancy Thomas, Director; Norma López, Postdoctoral Scholar; Prabhat Gautam, Data Manager.

We also want to acknowledge and thank **Syed Golam Mohaimen, M.S. student in Data Science at Tufts University** for his contributions toward the creation of these reports.

In This Report

This report presents data on student voter participation rates for your campus. The topline counts on page 5 tells you how many students voted, but we encourage you to look carefully at the data on subsequent pages to learn who voted. Data are presented in the form of vessel charts, overlapping donut charts, and tables.

Tables

The tables show, on the left-side columns, the numbers of students and the rates from 2016, 2018, and 2020. On the left-side, percentage point (p.p.) changes between 2016 and 2020. A red down arrow indicates a decrease, a green up arrow indicates an increase, and a yellow arrow pointing to the right indicates no change. "-" in these tables indicates that the data is unavailable/missing, or is available for 10 or less students.
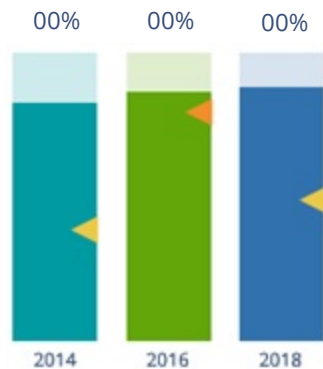
Vessel Chart

This chart shows rates out of 100%, with arrows to the right of each bar representing relevant national averages (medians), which you can find in IDHE's national report Democracy Counts 2020.
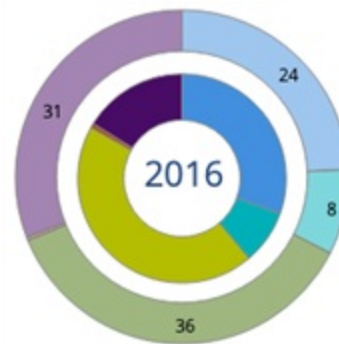
Overlapping Donut Chart

This chart is used to show the breakdown of vote method utilization (page 10), with the outer ring showing your campus method utilization and the inner ring showing the national breakdown. These are described in percentages.

Voting, Registration and Yield Rates

YOUR INSTITUTION

64.9%
2020 Voting Rate

+13.8
Change From 2016

ALL INSTITUTIONS

66%
2020 Voting Rate

REGISTRATION RATE

82.9%   82.5%   87.2%

2016   2018   2020
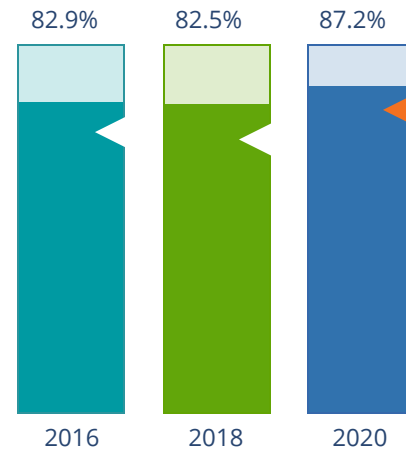
The **Registration Rate** is the percent of your voting-eligible students who registered to vote.

VOTING RATE OF REGISTERED STUDENTS

61.7%   37.4%   74.5%

2016   2018   2020
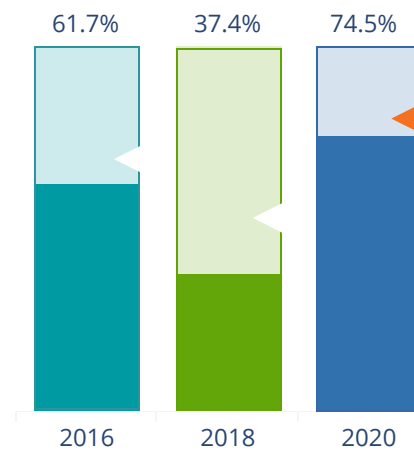
The **Voting Rate of Registered Students** is the percent of registered students who voted on Election Day. We often refer to this as the "yield" rate.

VOTING RATE

51.1%   30.9%   64.9%
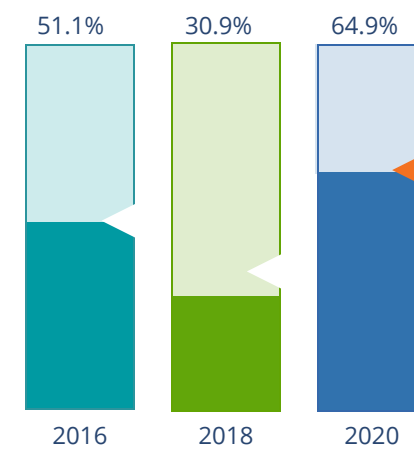
2016   2018   2020

The **Voting Rate** is the percentage of eligible students who voted on Election Day. The voting rate is also the product of the registration and yield rates.

Looking Closer

Voting and Registration Rates

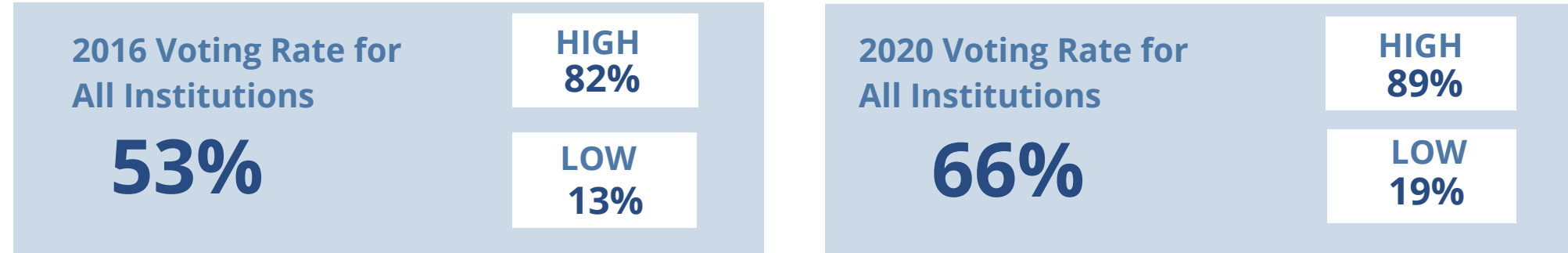|	2016	2018	2020	2016-2020 Change (p.p.)
Total Student Enrollment	10,769	10,457	9,752	⬇ -1,016
(Age under 18/Unknown)	–	–	–	–
(IPEDS estimated non-resident aliens)	606	514	394	⬇ -212
(FERPA records blocked)	–	–	–	–
(Non-Degree Seeking Students)	–	–	108	–
Total eligible voters	10,157	9,938	9,249	⬇ -908
Number of students who registered	8,420	8,200	8,061	⬇ -359
Number of students who voted	5,193	3,070	6,005	⬆ 812
Registration Rate %	83	83	87	⬆ 4
Voting Rate of Registered Students %	62	37	74	⬆ 13
Voting Rate %	51	31	65	⬆ 14

This page provides the numbers we used to calculate your voting, registration, and yield rates. The sub-categories under total student enrollment are the adjustments that we make to account for students who are ineligible to vote due to age or citizenship status. We also exclude, when correctly flagged, students who are not pursuing degrees.

We use IPEDS-derived estimates of NRAs when institutions do not submit non-resident alien status data to NSC, or we cannot verify the accuracy of the reported counts. This estimate is given by "IPEDS estimated non-resident aliens" on this page. If you believe the number of international students reported on this report is incorrect, you can manually adjust your institution's voting rates by using our recalculation tool. https://id-he.tufts.edu/nslve/nslve-recalculation-tool.

By Institution Types

**2016 Voting Rate for
All Institutions**

53%

**HIGH
82%**

**LOW
13%**

**2020 Voting Rate for
All Institutions**

66%

**HIGH
89%**

**LOW
19%**

These are estimated voting rates of your institution compared to the average voting rates of similar institutions in NSLVE. *"Your Institution" chart is presented at a different scale.

YOUR INSTITUTION*

| 51% | 31% | 65% |
| 2016 | 2018 | 2020 |

INSTITUTIONAL AVERAGE
Masters

| 53% | 39% | 67% |
| 2016 | 2018 | 2020 |

PRIVATE INSTITUTIONAL AVERAGE
Masters

| 55% | 39% | 69% |
| 2016 | 2018 | 2020 |

PUBLIC INSTITUTIONAL AVERAGE
Masters

| 52% | 38% | 65% |
| 2016 | 2018 | 2020 |

By Race / Ethnicity

ASIAN
- 2016: 49%
- 2018: 22%
- 2020: 67%

AMERICAN INDIAN / ALASKAN NATIVE
- 2016: 40%
- 2018: 25%
- 2020: 54%

BLACK
- 2016: 15%
- 2018: 13%
- 2020: 41%

HISPANIC
- 2016: 36%
- 2018: 23%
- 2020: 56%

NATIVE HAWAIIAN / PACIFIC ISLANDER
- 2016
- 2018
- 2020

TWO OR MORE RACES
- 2016: 42%
- 2018: 27%
- 2020: 61%

WHITE
- 2016: 54%
- 2018: 32%
- 2020: 66%

These are estimated voting rates for race / ethnicity groups. These classifications are provided by campuses and are obtained following race reporting procedures* defined by the National Center for Education Statistics of the Institute of Education Sciences (IES). Please see our FAQ for more detail on why we cannot report national benchmark for some of the demographic groups:
https://tufts.app.box.com/v/idhe-nslve-report-faq

If you notice unavailable/missing data in this page, it could mean any of the following for your institution: (i) does not report this data; (ii) did not provide this data in past years; (iii) does not separately submit data for one or more of the demographic groups, or (iv) the data is reported for 10 or fewer students.
* https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-collecting-data-for-reporting-purposes

Looking Closer

By Race/Ethnicity

This page provides the numbers we used to calculate race / ethnicity group voting rates. We include the counts of students and the change in rates between the two most recent comparable election years.
If you notice unavailable/missing data in this page, it could mean any of the following for your institution: (i) does not report this data; (ii) did not provide this data in past years; (iii) does not separately submit data for one or more of the demographic groups, or (iv) the data is reported for 10 or fewer students.

	2016			2018			2020			2016-2020 Change (p.p)
	Enrolled	**Voted**	**Rate**	**Enrolled**	**Voted**	**Rate**	**Enrolled**	**Voted**	**Rate**	
Asian	53	26	49	51	11	22	48	32	67	⬆ 18
American Indian/ Alaska Native	1,764	710	40	1,653	411	25	1,482	800	54	⬆ 14
Black	318	47	15	256	34	13	263	109	41	⬆ 27
Hispanic	523	189	36	563	129	23	560	312	56	⬆ 20
Native Hawaiian/ Pacific Islander	–	–	–	–	–	–	–	–	–	–
2 or More Races	357	150	42	411	111	27	378	229	61	⬆ 19
White	7,514	4,022	54	7,350	2,358	32	6,796	4,502	66	⬆ 13
Race Unknown	207	44	21	147	16	11	95	19	20	⬇ -1

By Voting Method

Legend: ▇ Not-In-Person ▇ Early Vote ▇ In-Person ▇ Other ▇ Provisional ▇ Unknown
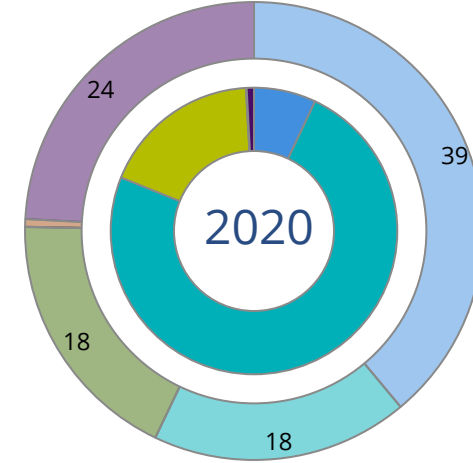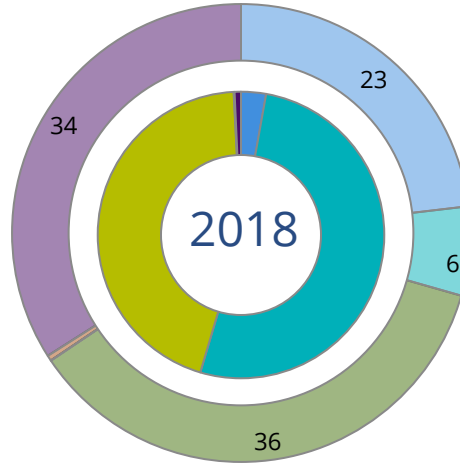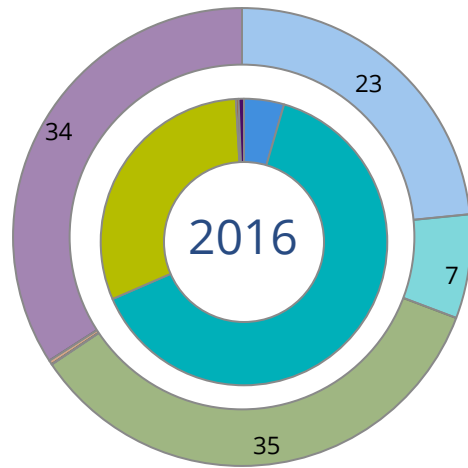
	2016		2018		2020		2016-2020
	Voted	**Rate**	**Voted**	**Rate**	**Voted**	**Rate**	**Change (p.p.)**
Early Vote	3,322	64	1,591	52	4,449	74	10 ⬆
In-Person on Election Day	1,590	31	1,369	45	1,080	18	-13 ⬇
Not-In-Person	234	5	87	3	419	7	3 ⬆
Other	–	–	–	–	–	–	–
Provisional	16	0	–	–	–	–	–
Voting Method Unknown	31	1	20	1	52	1	0 ⬆

These are estimated rates for vote method utilization, the number of students utilizing each method, and the percent of students utilizing each method. Not all U.S. states provide information on vote method; voting method for voter files from these states are classified "Voting Method Unknown." For a list of these states, see our FAQ. https://idhe.tufts.edu/nslve/nslve-faq#CampusReports

By Age Group

	2016	2018	2020
18-21	44%	25%	62%
22-24	46%	28%	60%
25-29	50%	36%	57%
30-39	68%	48%	73%
40-49	75%	60%	74%
50+	80%	68%	81%

Voting is habit-forming and young voters will usually continue as voters in subsequent elections. Also, young voters are more likely to be contacted by campaigns and are visible, and therefore significant, to elected officials. While in the past, we have seen voting rates increase across age groups, in recent cycles, the most significant increases have been among first-time and the youngest voters. Some colleges serve primarily young students, traditionally viewed as students in the 18-21 or 22-24 categories here. Others have much higher numbers of enrolled older undergraduate or graduate students.

Looking Closer

By Age Group

Here, we provide the numbers of students in each age category and the voting rates for each group. These are based on the student's age on the day of the election, as calculated by the National Student Clearinghouse using data from student enrollment records.

	2016			2018			2020			2016-2020
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)
18-21	6,308	2,789	44	6,249	1,545	25	6,015	3,737	62	⬆ 18
22-24	2,223	1,017	46	2,243	623	28	1,939	1,160	60	⬆ 14
25-29	938	473	50	849	305	36	798	453	57	⬆ 6
30-39	774	527	68	646	313	48	498	364	73	⬆ 5
40-49	332	250	75	285	171	60	230	171	74	⬇ -1
50+	171	137	80	165	113	68	149	120	81	⬆ 0

Looking Closer

By Sex

	2016			2018			2020			2016-2020
	Enrolled	**Voted**	**Rate**	**Enrolled**	**Voted**	**Rate**	**Enrolled**	**Voted**	**Rate**	**Change (p.p)**
Female	6,672	3,451	52	6,541	1,976	30	6,075	3,976	65	⬆ 14
Male	4,074	1,742	43	3,896	1,094	28	3,554	2,029	57	⬆ 14

These are estimated voting rates for sex groups and the numbers we used to calculate their voting rates. These classifications are provided by campuses and are obtained following the reporting procedures defined by the National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES). Presently, NCES requires institutions to report students as "Male" or "Female" only.*

If you notice missing data in this page, it could mean any of the following for your institution: (i) does not report this data; (ii) did not provide this data in past years; (iii) does not separately submit data for one or more of the demographic groups, or (iv) the data is reported for 10 or fewer students.

*https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=11

Looking Closer

By Education Level / Undergraduate Class Year

	2016 Enrolled	Voted	Rate (%)	2018 Enrolled	Voted	Rate (%)	2020 Enrolled	Voted	Rate (%)	2016-2020 Change (p.p)
EDUCATION LEVEL										
Undergraduate	8,911	4,000	45	8,715	2,327	27	8,070	4,921	61	⬆ 16
Graduate	1,710	1,100	64	1,589	673	42	1,558	1,084	70	⬆ 5
Class Unknown	125	88	70	133	62	47	–	–	–	–
CLASS YEAR										
First Year	2,513	38	966	2,451	22	549	2,065	57	1,178	⬆ 19
Second Year	1,910	42	807	1,825	25	464	1,711	61	1,044	⬆ 19
Upper Level	4,316	49	2,116	4,222	29	1,204	4,114	62	2,564	⬆ 13
ENROLLMENT STATUS										
Full-time	8,576	3,870	45	8,451	2,198	26	7,816	4,831	62	⬆ 17
Part-time	2,170	1,323	61	1,985	871	44	1,813	1,174	65	⬆ 4

These are estimated voting rates by Education Level (undergraduate/graduate), Class Year, and Enrollment Status (full-time/part-time), and the numbers we used to calculate these rates.

If you notice missing data in this page, it could mean any of the following for your institution: (i) does not report this data; (ii) did not provide this data in past years; (iii) does not separately submit data for one or more of the demographic groups, or (iv) the data is reported for 10 or fewer students.

By Field of Study

FIELDS	2016			2018			2020			2016-2020
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)
Biological and Biomedical Sciences	657	297	45	662	184	28	604	376	62	⬆ 17
Business, Management, and Marketing	1,424	597	42	1,465	393	27	1,431	794	55	⬆ 14
Communication and Journalism	271	153	56	272	88	32	223	161	72	⬆ 16
Computer and Information Sciences	343	125	36	337	88	26	369	210	57	⬆ 20
Education	960	607	63	1,288	459	36	1,135	769	68	⬆ 5
Engineering and Engineering Technologies	–	–	–	25	–	–	62	26	42	–
English Language and Literature	257	159	62	253	100	40	217	166	76	⬆ 15

These are estimated voting rates by field of study, and the numbers we used to calculate the field of study rates. For an explanation of CIP codes, please see our FAQ.* There are roughly 8,000 fields of study among U.S. colleges and universities, so we provide rates for condensed categories.

*https://tufts.app.box.com/v/idhe-nslve-report-faq

By Field of Study

FIELDS	2016			2018			2020			2016-2020
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)
Family and Consumer/Human Sciences	378	172	46	308	87	28	216	129	60	⬆ 14
Foreign Languages, Literatures, and Lingui..	81	44	54	87	38	44	77	48	62	⬆ 8
Health Professions	1,811	909	50	1,810	496	27	1,564	1,017	65	⬆ 15
History	116	66	57	94	49	52	77	61	79	⬆ 22
Liberal Arts and Sciences, and Humanities	1,575	615	39	840	182	22	809	483	60	⬆ 21
Mathematics and Statistics	134	66	49	116	34	29	87	49	56	⬆ 7
Multi/Interdisciplinary Studies	86	62	72	106	54	51	88	67	76	⬆ 4
Natural Resources and Conservation	83	46	55	86	33	38	77	55	71	⬆ 16
Parks, Recreation, Leisure, and Fitness Stu..	366	128	35	469	83	18	625	323	52	⬆ 17
Philosophy and Religious Studies	36	16	44	36	15	42	23	21	91	⬆ 47
Physical Sciences	274	137	50	246	78	32	161	104	65	⬆ 15
Psychology	617	291	47	649	178	27	618	387	63	⬆ 15
Public Administration and Social Service P..	42	30	71	24	19	79	26	21	81	⬆ 9

By Field of Study

FIELDS	2016			2018			2020			2016-2020
	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Enrolled	Voted	Rate	Change (p.p)
Social Sciences	491	249	51	494	151	31	440	281	64	⬆ 13
Visual and Performing Arts	619	323	52	702	225	32	615	408	66	⬆ 14
Unknown	–	–	–	11	–	–	13	–	–	–

About This Report

Thank you for participating in the National Study of Learning, Voting, and Engagement.

Since NSLVE's launch in 2013, nearly 1,200 colleges and universities have signed up to receive their voting rates for the 2012, 2014, 2016, 2018, and 2020 federal elections.

Along with others, your institution's participation in this study has allowed us to build a robust database of over 50 million college student records, about 10 million for each election year, that serve as a foundation for innovative research on college student political learning and engagement in democracy.

NSLVE is a signature initiative of the Institute for Democracy and Higher Education (IDHE) at Tufts University's Jonathan M. Tisch College of Civic Life. The mission of IDHE is to shift college and university priorities and culture to advance political learning, agency, and equity. We achieve our mission through research, resource development, technical assistance, and advocacy.

About the Data

The voter registration and voting rates in this report reflect the percentage of your institution's students who were eligible to vote and who actually voted in the 2016, 2018, and 2020 elections.

These results are based on enrollment records your institution submitted to the National Student Clearinghouse (NSC) and publicly available voting files collected by L2 Political.

Enrollment lists are adjusted by deducting students under age 18 (at the time of the election), people identified as non-degree seeking and those identified by campuses as "nonresident aliens" (NRAs) (the federal government's category for mostly international students). Unfortunately, not all campuses report NRAs to NSC. For those campuses, we use IPEDS to calculate the number of NRA students on each campus and adjust NSC enrollment numbers to estimate the number of students to remove. We also quality check NRA removals by verifying that there is little to no discrepancy between the number of international students reported by the campus to IPEDS and to NSC. We cannot adjust subgroup analyses absent identification of NRAs verified by the process above. We welcome closer partnerships with individual colleges and universities to provide more accurate rates. For more on the data and the matching process, see our FAQ on Campus Reports.

University Of Central Arkansas

Thank you for the work you do to improve your students' political learning and engagement. We hope that you find your NSLVE report useful. For up-to-date news on NSLVE data, resources, and to sign up for our newsletter visit: https://idhe.tufts.edu.

References: IDHE encourages report recipients to share this report as broadly as possible, including posting it on the college or university's website. When doing so, please use the following citation: Institute for Democracy & Higher Education: National Study of Learning, Voting and Engagement. (2021). 2016, 2018, and 2020 report for _____ [name of institution]. Medford, MA.

Tufts UNIVERSITY | Jonathan M. Tisch
College of Civic Life

Barnum Hall
163 Packard Ave.
Medford, MA 02155

tischcollege@tufts.edu
617.627.3453

idhe INSTITUTE FOR DEMOCRACY & HIGHER EDUCATION

Institute for Democracy & Higher Education:
National Study of Learning, Voting, and Engagement
Barnum Hall, Medford, MA 02155

Follow Us on Twitter: @TuftsIDHE
NSLVE@tufts.edu
617.627.0620

Exhibit C

Subcommittee Report concerning Non-Traditional, Commuter, and On-line Students

Prepared by Chris Craun

This spring has frankly been a struggle for our committee. After multiple attempts at having an in-person meeting, we gave up and worked instead via Google-Docs.

Dr. Webster shared the draft of a survey designed to gather information from our constituent groups regarding their feelings of connection to UCA and how to improve them. The main work of the committee has been to tweak that document, make suggestions of further questions, and help prepare it for submission.

Affinity to institution Index

1. I am proud to attend UCA.
2. I try to wear school colors or clothing.
3. I am familiar with UCA history & traditions.
4. I actively follow UCA news, events, and social media posts.

5. When someone asks "What do you do?" I tell them about UCA.

Sense of Belonging Index items from the Blue Demon Engagement (BDE) Survey

5-point Likert Scale (average scores)

1. I feel like an outsider to the UCA community. *
2. I see myself as a part of the UCA community.
3. I feel accepted for who I am among my peers in the UCA community. *
4. I have a community of friends on campus.

5. My experiences at UCA are making me a better person.
6. There are people on campus that I care about and want to see succeed.

Sense of being nurtured and supported: 5–point Likert scale

1. I feel that the faculty at UCA care about my academic growth.
2. UCA faculty and staff display concern when I am troubled.
3. I know students who have taken advantage of student health programs.
4. Student mental health is important to UCA
5. I can express my views at UCA without fear.

Sense of belonging at Imperial College London scale

When you respond to the questions below, think about yourself as a student at Imperial College London.

Item 1: How well do people at Imperial College London understand you as a person?

Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand

Item 2: How connected do you feel to the university staff at Imperial College London?

Not at all Connected	Slightly connected	Somewhat connected	Quite Connected	Extremely connected

Item 3: How welcoming have you found Imperial College London to be?

Not at all welcoming	Slightly welcoming	Somewhat welcoming	Quite welcoming	Extremely welcoming

Item 4: How much respect do other students at Imperial College London show toward you?

No respect at all	A little bit of Respect	Some Respect	Quite a bit of Respect	A tremendous amount of respect

Item 5: How much respect do members of staff at Imperial College London show toward you?

No respect at all	A little bit of Respect	Some Respect	Quite a bit of Respect	A tremendous amount of respect

Item 6: How much do you matter to others at Imperial College London?

Do not matter at all	Matter a little bit	Matter Somewhat	Matter Quite a bit	Matter a tremendous amount

Item 7: How happy are you with your choice to be a student at Imperial College London?

Not at all happy	Slightly happy	Somewhat happy	Quite happy	Extremely happy

References

Gehlbach, H. (2015). *User Guide: Panorama Student Survey.* Boston: Panorama Education. Retrieved from https://www.panoramaed.com/panorama-student-survey

Gehlbach, H., & Brinkworth, M. E. (2011). Measure twice, cut down error: A process for enhancing the validity of survey scales. *Review of General Psychology, 15*(4), 380-387. Retrieved from https://dash.harvard.edu/bitstream/handle/1/8138346/Gehlbach%20-%20Measure%20twice%208-31-11.pdf?sequence=1&isAllowed=y

Yorke, M. (2016). The development and initial use of a survey of student 'belongingness,' engagement and self-confidence in UK higher education. *Assessment & Evaluation in Higher Education, 41*(1), 154-166.

Open ended questions developed by the committee

1. How would being involved in campus life help you?
2. What does being involved in campus life look to you?
3. What do you need/want as a commuter or online student?

Summary Report, *In Their Own Voices*
Black Male Experience Committee

Project Overview

The charge for the BMEC committee for AY 19-20 focused on the academic experience of Black men at UCA. To this end, the committee partnered with specific sections of ACAD 1300, *Journeys to Success,* in Fall 2019. In October 2019, 27 Black men enrolled in these sections wrote three hypothetical letters to the incoming class of Black men at UCA in response to the prompts:

- Write a letter to an incoming Black male student about what to expect academically at UCA (What did your faculty expect of you? What did fellow students expect of you? What experiences should the future Black male student prepare for, good or bad? How has being a black student benefited you in the classroom?)
- Write a letter to an incoming Black male student on how to be successful at UCA. (Share with them how you prepared for class each day and how they should prepare, what influenced your performance in the classroom, what resources did you use, on and off campus, and what resources should they use? What things should they do or not do to ensure their success in the classroom?)
- Is there anything else future Black male students should know about being a Black male student at UCA?

Five members of BMEC engaged in the initial analysis of responses. Members completed open coding of the letters and then met as a group to identify emerging themes and create a codebook. The group then began collectively engaging in focused coding. This work was disrupted by the COVID-19 pandemic. In March of 2021, analysis resumed with two members from the original group and three new members of the BMEC. After reviewing the original codebook and establishing consistent understanding of the identified themes, the five members met on two occasions in July 2021 to complete the focused coding of all responses.

Key Findings

- Relationships with faculty were often expressed in terms of conditional care. Students communicated a need to showcase care or dedication for their own work in order to earn faculty support.
- Majority of participants expressed extreme awareness of being Black men attending a PWI. This was expressed in terms of being watched and critiqued more harshly than their non-Black counterparts.
- This awareness was often followed by a response to racist stereotypes (Harper, 2015).
- Identity-based organizations on campus played a critical role in the participants' feelings of inclusion and community on campus. Many participants noted that connecting with the other Black men on campus was extremely important.

- The key findings of this project identified six major themes: Success,PWI Awareness, Response to Racist Stereotypes, Resources, Relationships, and Academic Environment (see Appendix for detailed descriptions).

Recommendations

1. Expand opportunities for mentoring and support for Black men including but not limited to peer coaches and supplemental instructors dedicated for Black men and development of Minority Mentorship (MMP) Phase II structure.
   - Implement peer coaches and SI by Fall 2022.
   - Implement the first step of MMP II by connecting all 10 MMP executive board members with a faculty or staff mentor by Fall 2022.
   - Directory of Black men faculty and staff at UCA hosted on the Office of Diversity & Community website by Fall 2022 with semi-annual updates.
   - Continue to employ diversity-rich hiring practices.
2. Increase faculty (*and staff)* training around the topic of engaging men of color on campus.
   - Executive Cabinet, Council of Deans, Faculty Senate, Staff Senate, and Diversity Advisory Committee during Fall 2022.
   - College/department level training on continual basis beginning Spring 2023.
3. Identify strategies to implement a *Pipeline Project* in collaboration with the Office of Admissions to increase enrollment of students of color (men especially). Planning to begin Fall 2022 with implementation by Spring 2023. Strategies could include:
   - Exploring barriers to enrollment in policies, marketing, and connection to campus.
   - Partnering with selected elementary and middle schools to connect with current Black men at UCA including fraternities, BMAC, and other organizations.
   - Explore branding opportunities associated with identity-based organizations.
   - Campus wide opportunities through University Training beginning Spring 2023.

Reference

Harper, S. (2015). Black male college achievers and resistant responses to racist stereotypes at predominantly White colleges and universities. *Harvard Educational Review, 85*(4), 646-674. https://doi.org/10.17763/0017-8055.85.4.646

Appendix

Codebook

Code	Definition
Success	Strategies and plans of actions that contribute to succeeding in the university setting. This can include: planning, note taking, financial responsibilities, etc.
PWI Awareness	Level of recognition participants have of being a minority on campus and the typical effects of being so (Isolation, confidence, dress, being watched, etc.)
Response to Racist Stereotypes	Participants' responses to combating racial stereotypes and how these stereotypes showcase themselves on campus and in an academic environment. (Image management, respect, competing against the world, etc.) Code informed by Harper's (2009)
Resources	Campus programs, people, or spaces that can be utilized for the academic improvement of students. (Library, Office of Student Success, Office of Diversity & Community, etc.)
Relationships	Connections and relationships made by students to create a support network and community during their studies. (Peers, race, professor, etc.)
Academic Environment	A description of the environment and expectations of the participants based in the classroom (Varied difficulty, transition, high expectations, etc.).

Examples of Key Findings

1. Conditional Care
   - *Also talk to your teachers before, not after a problem happens. They are understanding and helpful **if you are willing to show them you care**.*

- *Your professor will still expect a lot from you, but at the same time **they will offer you help if you show that you are trying**.*
- *Show your professors that you care about your education and build relationships with them.*
- *Most professors are willing to help you but **you have to show that you're really wanting to work for it**.*

2. PWI Awareness
- *At times you may feel like an outcast but always remember you belong.*
- *Most people outside of your race will talk/look down on you, but you can't let that determine you.*
- *You are blessed to be here can't you see. Not every balck man can make it in a University.*
- *Many expect you to fail.*
- *Being a black student has benefited me because I know many people doubt me simply because of my race.*
-

3. Response to Racist Stereotypes
- *"because this is a new fight, something that you have not seen before, do not let it knock you off of your pivot foot. Being a black student in the classroom, has opened my eyes in a sense that some people bring authenticity to everything they do and others do not. The quicker you learn that, the more successful you'll be. The world is waiting on you to fail, so why not win?"*
- *"You are a young African American man on a PWI campus, respect yourself, respect others and always resemble the life that you are pursuing. People see/ know what you tell them. Wow and move them, you have a voice, use it."*

4. Identity Based Organizations
- *There are a lot of Black programs to enter. Joining those will help form a brotherhood that you didn't have before. Those brothers will help you in any possible way they can.*

Campus Climate Subcommittee

Our subcommittee has not met this year, but the results of the 2021 campus climate survey were disseminated to the Provosts and President during the fall 2021 semester and the campus community broadly in January of this year. Additionally, the committee will meet in the near future to discuss a request made by President Davis. The committee fielded 1 request for customized college level data for this semester. The request was declined due to sample size requirements not being met for the college data requested but Dr. Reed encouraged the requester to use the data from the full sample. The campus climate survey will not be conducted again until 2023.

Community Policing

- Went over and discussed statistics from August 2021 to December 2021

- Discussed our Outreach program

- There will be an officer at the next meeting to discuss future plans

- Questions and concerns

  o Have we seen an uptick in explosive behavior?

    ▪ We have not seen this

  o Have we seen an uptick in stalking behavior?

    ▪ We have not seen this

Diversity, Belonging, Inclusion, & Equity (DBIE) Award Subcommittee Updates

- o Four people were nominated for the DBIE Award

- o The voting process will begin April 18

- o The DBIE Award will be presented at fall Convocation

Diversity Key Performance Indicators Subcommittee
The committee will meet on Monday, April 25th to discuss the results from the most recent Diversity Strategic Plan report that included the Diversity KPIs and how to craft an annual report card for the KPIs.

DSP Reporting Survey Updates

Submitted by Jonathan A Glenn, 2022-04-07

The DSP Reporting Survey for activities/initiatives undertaken during AY 2020–2021 can boast the most extensive participation from the campus community in the survey's history. As Dr. Webster can illustrate much more colorfully than can I, 48 campus units submitted 173 activity/initiative reports, exceeding past participation on both counts.

Although the survey has remained stable over its relatively short history, we have incorporated requests for additional information in the survey's last two iterations. In the AY 2019–2020 survey, we introduced questions about funding for our reported DBIE activities/initiatives. In the AY 2020–2021 survey, we enhanced the Goal section of the survey by asking that reporters identify the goal-connected DBIE key performance indicator (KPI) that is most closely addressed by the activity/initiative reported. (See the following page for the KPIs associated with each goal.) We have added these elements to the survey to allow additional dimensions to the analysis of reports submitted and the lessons we can learn from them. Including the goal-connected KPIs, in particular, helps gauge campus awareness of these indicators and makes possible the beginnings of an assessment of campus performance in these areas. I believe that we will want to use this opportunity to think critically about our KPIs, to ensure that the indicators are well understood across the campus, and, where appropriate, to establish benchmarks/targets.

Behind the scenes, my colleague Alyson McEntire and I have been implementing improvements in survey functionality and in formatting the dataset that we forward to Dr. Webster and Dr. Reed. That post-survey processing has been mostly manual heretofore, and we continue to work toward more efficient ways to accomplish these tasks.

Diversity, Belonging, Inclusion, and Equity
Key Performance Indicators – Diversity Strategic Plan

Goal 1: Recruitment and Retention

(1)   Admissions demographics for undergraduate and graduate students

(2)   Faculty and staff interview and hiring processes

(3)   Faculty and staff career advancement

(4)   Satisfactory Academic Performance rates, Retention rates, Graduation rates, and DFWI rates of various demographic groups (e.g., 1st gen, Pell grant/Low-income, Gender, Ethnicity)

(5)   Campus Climate Survey and National Survey of Student Engagement

Goal 2: Support

(1)   Number of internal grants and contracts awarded to faculty and staff that examine or focus on diverse issues or populations

(2)   Departmental/Division/Unit funds supporting/promoting cultural/diverse issues, events, and/or activities

(3)   SGA funding awarded to RSOs supporting/promoting cultural/diverse issues, events, and/or activities

(4)   Number of minority vendor contracts

(5)   Community education and development initiatives focused on cultural/diverse issues or populations

Goal 3: Knowledge

(1) Percentage of employee groups completing university training courses

(2) Percentage of course offerings and experiences that provide cultural awareness

(3) Study abroad participation rates by faculty, staff, and students

(4) Service-Learning participation rates by faculty, staff, and students

UNIVERSITY OF CENTRAL ARKANSAS

DIVERSITY STRATEGIC PLAN REPORT

2020-2021

48
DIFFERENT UNITS

173
ACTIVITIES, INITIATIVES, OR ACTIONS
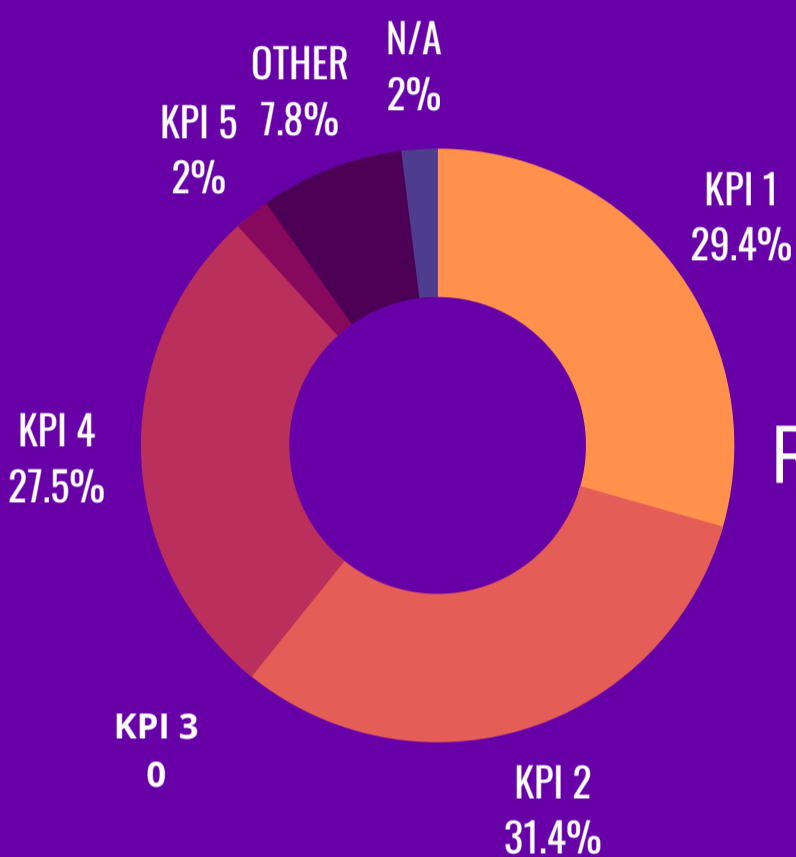
MOST REPORTED GOAL
#2

MOST REPORTED KPI
GOAL #3, KPI #2

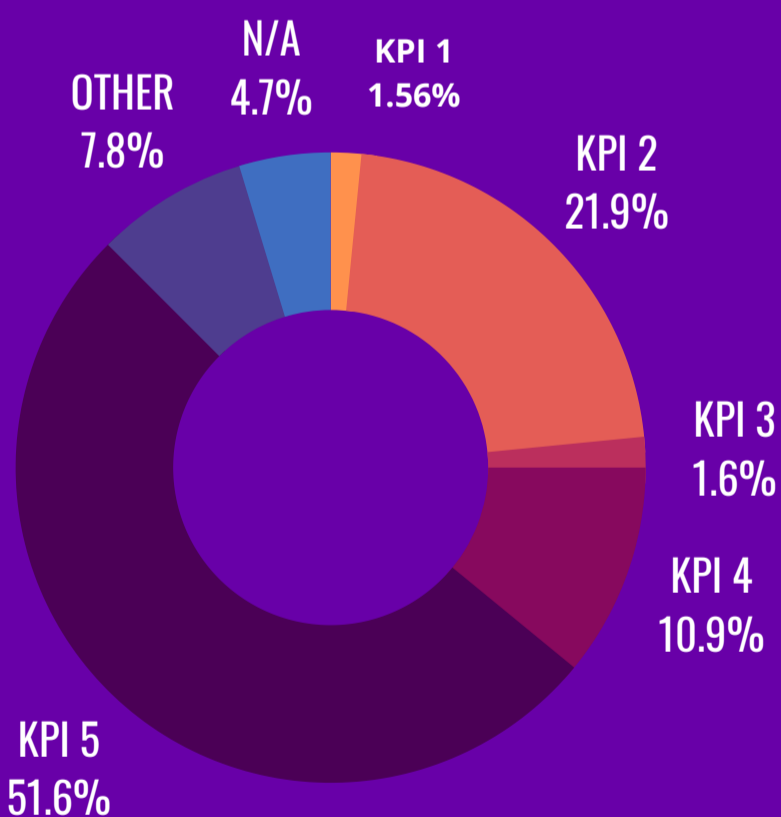# UNIVERSITY OF CENTRAL ARKANSAS

DIVERSITY STRATEGIC PLAN REPORT
2020-2021
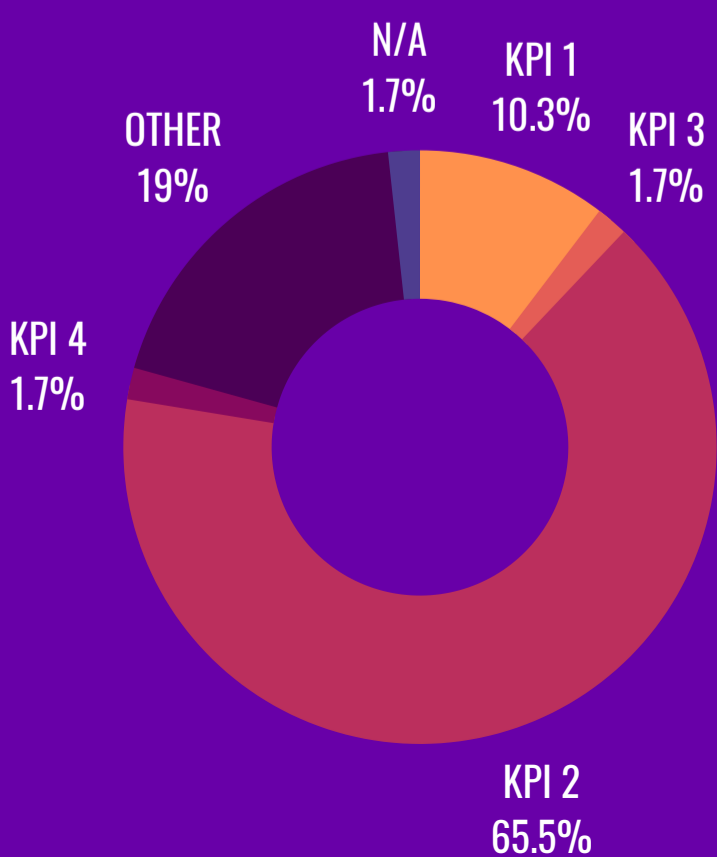
PERCENTAGE OF KPIS BY GOAL

1ST YEAR REPORTED

OTHER 7.8%
N/A 2%
KPI 5 2%
KPI 1 29.4%
KPI 4 27.5%
KPI 3 0
KPI 2 31.4%

GOAL 1: RECRUITMENT AND RETENTION
29.5%

OTHER 7.8%
N/A 4.7%
KPI 1 1.56%
KPI 2 21.9%
KPI 3 1.6%
KPI 4 10.9%
KPI 5 51.6%

GOAL 2: SUPPORT
37%

N/A 1.7%
KPI 1 10.3%
KPI 3 1.7%
OTHER 19%
KPI 4 1.7%
KPI 2 65.5%

GOAL 3: KNOWLEDGE
33.5%

IDI Grant Subcommittee Updates

- The committee awarded 3 grants in the fall

  o One grant was claimed

- The committee awarded 10 grants in the spring

  o Six grants have been claimed thus far

IDI Website Suite Subcommittee Updates

- The committee has met twice and has decided on several changes

- Updates to the website will begin in May

On February 17, 2022, the Immigrant Experience at UCA met. Our purpose is to examine the impact of the UCA climate and non-legislative policies on immigrant students, faculty, and staff offer opportunities for engagement, community education, and make recommendations, as needed.

We had international faculty and staff bring concerns to us about the hiring process and adjusting to life in Conway. Therefore, our meeting was geared towards creating programs to help ease the transition to living in the United States. We discussed the possibilities of two different programs, "Hiring International Faculty and Staff Informational" and "Chatting and Coffee."

Hiring International Faculty and Staff Informational

Presentation with Q&A session: General Counsel and HR representative

Target Audience: Department Chairs, Office Administrators, current international faculty and staff

Tentative Date and Time: Thursday, September 8 from 1:40 pm to 2:30 pm in person

Goal: We want to inform everyone of what UCA as a university can provide for our international faculty and staff. We want them to be aware of what is available to them. In addition, we will be making a brochure that can be handed out to them with vital information. We currently do not have a welcome booklet for our International faculty and staff.

Chatting and Coffee

Target Audience: International faculty and staff (Anyone is welcome to come)

Goal: We want to connect international faculty and staff. It will be announced at the informational, as we want department chairs to encourage their international faculty and staff to attend in order to meet each other.

Tentative Date and Time: TBD - We do not have a date yet since we want to send a poll to see what time would be best for everyone to meet.

Lactation Suite Subcommittee Updates

- We have received funds from Faculty Senate, Staff Senate, and SGA to furnish a new suite in Irby and procure necessary items for Estes

- We are in the process of finding a student artist to complete artwork for the new Irby suite

- Changes will be made to how we obtain assessment data in the hopes that more individuals will provide information

- The most up-to-date list of lactation suites can be found on the Diversity website: https://uca.edu/diversity/lactation-suites/

LAND ACKNOWLEDGEMENT CONSIDERATIONS

CHARGE

- Review the tenets of land acknowledgement statements and craft a statement for approval

APPROACH

- **Convened a DAC subcommittee**
  - Dr. Hillary Anderson; Britni Elder; Dr. Robin Williamson; Dr. Angela Webster, Chair
    - Employees who identify as having Native American heritage were invited to participate

RESEARCHED/REACHED OUT TO

- Resident faculty expertise, Dr. Sonia Touji

- Online articles and websites on the topic

- Reached out to the American Indian Center of Arkansas for information and possible partnership

- Learned about tribes that considered Central Arkansas as ancestral land and those who moved through Central Arkansas
  1.
- Learned about Native Nations from the Faulkner County Museum

- Learn about the Trail of Tears Cadron Settlement Park

- Viewed the PBS video on Arkansas' First People
  - Reached out to member of the Lasker family mentioned in the video (Dr. Tennille Lasker Scott – faculty at Arkansas Tech University)

- Definition of Land Acknowledge Statement (LAS)
  - A Land Acknowledgment Statement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of American land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. The statement must be paired with institutional commitment and action.

- o The criticism is that if the statement does not stimulate action to honor, support, and collaborate with Native Nations, it could be considered as tokenism or an empty gesture to indigenous peoples
- o Also, if corresponding Native Nations do not approve the statement, then it does not *qualify* as a LAS

- Reviewed LAS of several universities

- How they are used at conferences
  - o Several UCA faculty have requested a LAS because it was requested to be given when they have presented at conferences

- Native Nations with ancestral lands in Central Arkansas
  - o Quapaw Nation, the "Downstream People"

- Native Nations that passed through Arkansas during removal
  - o Cherokee, Chickasaw, Choctaw, the Muscogee (Creek), Osage, Shawnee

- While several Native Nations are represented throughout Arkansas, none of the aforementioned Nations are headquartered in Arkansas; they are in Oklahoma

PREVAILING QUESTIONS AND ANSWERS
1. Why does UCA want a Land Acknowledgement Statement (LAS)? What does it mean to UCA?
   a. As an institution of learning, we have a responsibility to educate all members of our campus community. We want to start the conversation on who was here before us, what relationship we have or have not had with those nations, and why it matters to recognize them.
   b. We also want to examine the complex relationship amongst the Native Nations who lived in and/or moved through Central Arkansas and the lasting effects of forced resettlement on these nations. We also want to recognize those indigenous peoples who are still living and thriving in Central Arkansas.
   c. The LAS will serve as a resource for the UCA campus community to further their knowledge and understanding of our land's history and its inhabitants.

2. What do we hope to accomplish with the LAS?
   a. To educate the UCA community on the First People of Central Arkansas by promoting honor, awareness, consciousness, introspection, and visibility

3. What would be/do we hope would be the impact of this LAS?
   a. Enhance diversity, belonging, inclusion, and equity (DBIE) by providing administrative support to students who identify as Native Americans; host events that center and celebrate American Indian culture; offer credit and non-credit opportunities to learn about Native Nations; collaborate with Native Nations

OTHER CONSIDERATIONS
   o Decide if we have asked and answered the appropriate prevailing questions
   o Determine UCA's institutional commitment
   o Willingness to have a Statement of Acknowledgment of the First People of Central Arkansas rather than a Land Acknowledgement Statement
   o In addition to the statement, create an educational component with a brief summary and a list of links with additional resources
   o Determine where this information will be housed
   o Determine which department will manage the statement and resources as well as ensure institutional commitment

UCA Diversity Advisory Council
LGBTQ Advisory Subcommittee
Annual Report
21-22 Academic Year

Submitted by:
    Allen Thomas, co-chair of LGBTQ Advisory Subcommittee

I.   Committee Mission Statement
      a. To provide guidance to the Diversity Advisory Committee on issues affecting the LGBTQ community at UCA and to assist the DAC promotion of an environment of openness and inclusion on campus in compliance with the university's diversity statement.
II.   Goals
      a. Create centralized home for information pertaining to LGBTQ students, staff, and faculty
      b. Create recommendations for name change and related forms at UCA
      c. Work with university in creating LGBTQ liaison position
      d. Provide support for connected RSOs
III. Progress
      a. Goal - Centralized home for LGBTQ information
          i.   Have worked with pertinent campus partners to identify needs for centralized resource
          ii.   Have worked with DAC to outline tasks necessary to create site/page
          iii. Began collecting information or locations of information to add to resources
          iv.   Next steps
                1. Send collected information to DAC subcommittee handling web resources
      b. Goal - Create recommendations for name changes and pertinent forms
          i.   Met with alum who was deadnamed in graduation materials to assess situation and create action steps
          ii.   Met with registrar to get necessary context on name changes and process at UCA and other institutions

      iii. Collected resources and information on other institutions' policies with name changes

      iv. Identified ways to help students through the lens of current policy

      v. Remained up-to-date on current changes around these policies

      vi. Next steps

          1. Provide guidance to Registrar on current forms and how to update them

          2. Begin looking for resources to support students in legal name change process

          3. Identify areas of need in name change or legal process for LGBTQ students, staff, and faculty

          4. Identify ways this committee can serve as a support structure for LGBTQ students, faculty, and staff regarding general issues and specific LGBTQ concerns

c. Goal - Work with university in creating LGBTQ liaison position

      i. Committee member worked with pertinent parties to keep rest of committee updated on process

      ii. Offered guidance in process by educating about needs of LGBTQ students, staff, and faculty

      iii. Next steps

          1. Continue coordinating with pertinent parties regarding position and needs

          2. Identify role of potential liaison on committee

d. Goal - Provide support for connected RSOs

      i. Maintained connection with RSOs through committee affiliation and communication with student leaders

      ii. Communicated pertinent events to community to help enhance information sharing, including

          1. Health fairs

          2. PRISM formal

          3. Documentary screenings

          4. General opportunities for collaboration

      iii. Next steps

          1. Identify specific mechanisms to maintain support for RSOs

2. Continue RSO affiliation for committee to enhance knowledge and clear communication

IV. Major needs
   a. Established infrastructure for LGBTQ information and communication
   b. Full-time liaison to work with LGBTQ community at UCA and provide mechanisms for reporting and advocacy
   c. Potential revision of current institutional policies to assess for impact on LGBTQ community at UCA

V. Other notable work
   a. LGBTQ Crew hosted Book Club with Dr. M. Shelly Conner, and will use the structure for future meetings
   b. Mr. Arnie Story collaborated with grant sources to procure resources for LGBTQ programming
   c. Ms. Reesa Ramsahai assisted PRISM in creating the first ever PRISM formal, an event requested by students and student leaders for many years
   d. Development of the Lavender Library in coordination with Learning Communities
   e. Ms. Angela Jackson facilitated the ongoing programming of the Lavender Banquet to honor LGBTQ upcoming graduates
   f. Student designees help provide important feedback on how to take the perspective of students in ongoing institutional efforts

Diversity Advisory Committee
Policy/Program/Office Review Subcommittee Minutes
6 April 2022

Members Present: Dr. Angela Webster, Jessica Taylor, Britni Elder, Milan Novakovic, Dr. Robin
                      Williamson

Our charge:
- Board Policy 525 …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;
- 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…

We reviewed the notes from last meeting

Dr. Kevin Thomas will present information on how Enrollment Management has made changes to promote DBIE work

The committee is currently working on a proposal for hiring processes:
- Charlotte Strickland created an internal policy for university training expectations
  - Since we have this policy in place, we will use it to add the required training list
  - Different categories of employees (i.e., supervisors) might have different requirements based on job expectations and responsibilities
- Our proposal will also include steps for serving on a search committee
  - Members must go on vector for inclusive hiring practices content
  - Important to include Interview do's and don't's
  - Training on how to shift the interview/conversation if/when something happens
- Britni has started to create the content for Vector and will loop in the rest of the subcommittee and other necessary stakeholders as she gets further along in the development process
- HR is also overhauling their website and will explore the creation of a toolkit - recruiting, hiring, etc.

Next Steps:
- Britni will see if we can weave certain content/information into the PeopleAdmin process for hiring managers and/or search committee members
- Dr. Angela will ask Christina if she can add content/language to the home page and/or top of the page banner about DBIE
- Dr. Angela will ask Charlotte if she can place the new University Training internal policy on the homepage of her website
- Robin will have Denicha reconvene the group after the DAC meets as a whole

DAC STAR

- **PURPOSE**
- CONCEPTUALIZE EDUCATIONAL OPPORTUNITIES AND INITIATIVES TO ACHIEVE GREATER REPRESENTATION OF HISTORICALLY UNDERREPRESENTED FACULTY

- **THIS YEAR'S INITIATIVES**
- **AWARD. SOCIAL. CAPACITY BUILDING**

- **AWARD. APPLAUDING INVESTMENTS IN DBIE**
- AN UNDERREPRESENTED FACULTY MEMBER RECEIVED THE DBIE AWARD IN SEPTEMBER

- **SOCIAL EVENTS**
  - LGBTQ+ WELCOME SESSION (PRISM. CREW. DAC).
  - DIVERSITY AFTER HOURS
  - COACHING CIRCLE RETREAT & MONTHLY MEETINGS
  - CHECK-INS
    - AAPI. INTERNATIONAL FACULTY. AFRICAN AMERICAN

- **CAPACITY BUILDING**
  - IDI GRANTS
  - MFMI INVITATION AND MFMI MATCH DAY
    - ADDED A LEADERSHIP MATCHING COMPONENT
  - INCLUSIVE HIRING SERIES
  - INCLUSIVE POSITION DESCRIPTIONS

- INCLUSIVE RECRUITMENT PROCESS
- INCLUSIVE INTERVIEW PROCESS
- RETENTION OF EES WHO IDENTIFY AS BIPOC
- NEXT YEAR, THESE WILL BE PLACED IN OUR ONLINE TRAINING SYSTEM

- **PLAN FOR NEXT YEAR**
- DBIE CAMPAIGN & ROLLOUT
  - INCLUDES SHARING THE MODEL AND PLAN WITH CHAIRS & DEANS
  - INCLUDES A DBIE WEEK
    - INFO SESSIONS
    - DIVERSITY FAIR

- RECOMMENDATIONS?