

Diversity Advisory Committee Meeting

April 19, 2023 Minutes

Members Present: Hillary Anderson, Heaven Block, Lara Davis, Amy Denton, Nadia Eslinger, Veneta Fricks, Adriian Gardner, Elizabeth Gayfield, Jonathan Glenn, Carl Olds, Shawanna Rodgers, Britni Rush, Steve Schlachter, Charlotte Strickland, Alison Taylor, Jessie Taylor, Candice Thomas, Angela Webster, Robin Williamson

Members Absent: Heaven Block, J'Lun Herron, Tajaro Hudson, Candice Maxwell

Special Guests & Additional Subcommittee Members: Charles Hervey, Chris Craun, John Merguie, Maria Negrete Padron, Taine Duncan

Call to Order: 2:01 p.m.

Dr. Angela and the committee expressed appreciation to Dr. Glenn for his years of dedicated service in light of his upcoming retirement.

DBIE at UCA / Presentations

Diversity Strategic Plan Reporting – Dr. Angela Webster

- This report pertains to Academic Year 2021/2022
- *The 2021-2022 Report and DBIE KPI legend are attached in Exhibits A and B respectively.*

In Their Own Words: Black Men's Experience Qualitative Project on Academic Life – Professor Adriian Gardner & Professor Charles Hervey

- The Black Men's Experience at UCA (BMEC) committee convened in 2017 to examine the impact of the UCA climate on Black male students, seek optimal outcomes, offer community education, and make recommendations as needed.
- Fall 2017: There were 98 Black men enrolled at UCA, and 13 of them enrolled in specific sessions of ACAD 1300 and participated in a focus group.

Diversity Advisory Committee Meeting

- Highlights
- Participants attributed Project X and Black/Brown Male Achievement Challenge (BMAC) as part of their student success.
- Participants were keenly aware of environments with limited or no other Black men present.
- Participants could identify several positive experiences and relationships with fellow students and faculty/staff.
- Participants communicated limited use and exposure to the Counseling Center.
- Participants suggested that how others perceive them on campus could contribute to how they carry themselves.
- Fall 2019: There were 516 Black men enrolled at UCA; 27 of them enrolled in specific sessions of ACAD 1300 and participated in the study.
 - *The report is attached in Exhibit C.*

Questions/Comments

- Honors Student, Constacion Humphrey, conducted a thesis project on access to counseling for Black Female College Athletes; her research and resources may be transferrable to this group.
- Giving faculty, staff, and student leaders the tools and capacities they need to support black male students on campus will help with the momentum of this initiative.
- CAHSS offers courses that focus on race and gender that cover topics such as Black masculinity. Different cultures are also highlighted in upper-level history and philosophy/religion courses. It would be helpful for departments to highlight and advertise courses for non-majors. SOS and the advising center would be good places to advertise these courses.

Subcommittee Report Discussions

The subcommittee reports are attached in Exhibit D.

The Campus Belonging Survey results from the Belonging subcommittee are attached in Exhibit E.

Diversity Advisory Committee Meeting

LGBTQ+ Subcommittee

- The Student Health Adjustment & Relationship Experiences (SHARE) study is available.
- The study results can be found at <https://uca.edu/diversity/files/2023/05/Exhibit-D-SHARE-Study-Results.pdf>

New Business

For the Good of the Order

Adjournment

The meeting adjourned at 2:54 p.m. The next meeting will be scheduled in the fall.





2021-2022 DIVERSITY STRATEGIC PLAN REPORT

67

DIFFERENT UNITS

239

**ACTIVITIES, INITIATIVES,
OR ACTIONS**

MOST REPORTED GOAL

#2

MOST REPORTED KPI

GOAL #3, KPI #2



DBIE KPIs

KEY PERFORMANCE INDICATORS

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 (i.e. 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 DBIE matters or populations
2. Departmental/Division/Unit funds supporting/promoting DBIE matters, events, and/or activities
3. SGA funding awarded to RSOs supporting/promoting DBIE matters, events, and/or activities
4. Number of minority vendor contracts
5. Community education and development initiatives focused on DBIE matters or populations

GOAL 3 - KNOWLEDGE

1. Percentage of employee groups completing university training courses
2. Percentage of course offerings and experiences that provide DBIE awareness
3. Study abroad participation rates - by faculty, staff and students
4. Service-Learning participation rates - by faculty, staff and students

Black Men's Experience at UCA
A Subcommittee of the Diversity Advisory Committee
Report - Spring 2023

Project Overview

The charge for the Black Male Experience committee (BMEC) for Academic Year (AY) 19-20 focused on the academic experiences of Black men at UCA. During Fall 2019, 516 Black men were enrolled at UCA. During that semester, the committee partnered with specific sections of ACAD 1300, *Journeys to Success*. In October 2019, 27 Black men 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? 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.

Exhibit C

- 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 negative, race-based 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; Predominantly White Institution (PWI) Awareness; Response to Negative Racial 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, supplemental instructors, and development of the Minority Mentorship Program (MMP) II. Fall 2023
 - Pair students with peer coaches
 - Office of Diversity & Community (ODC) and Office of Student Success (OSS)
 - Employ a campaign to connect Black men to supplemental instruction
 - Academic Advisors, OSS, and ODC
 - Implement MMP II
 - ODC
 - Connect MMP Black male executive board members and other ODC groups with a faculty or staff mentor, including members of the *My Brother's Keeper* affinity group
 - Create a directory of Black men faculty and staff, with semi-annual updates, to connect students with faculty and staff as needed
 - ODC
 - Continue to employ diversity-rich hiring practices
 - All faculty and staff
 - See *Inclusive Hiring Series* at uca.edu/diversity/inclusive-hiring-series/

Exhibit C

2. Increase faculty (*and staff*) awareness of the experiences of Black men on campus and the need for positive interactions, academic engagement, and service.

AY 2023/2024

- Diversity Advisory Committee; President's Cabinet; Council of Deans; Faculty Senate, Staff Senate; and Athletics
 - Offer *Bear in Mind* campus-wide opportunities through University Training
 - Colleges/Departments
3. Identify strategies to implement a pipeline project to ensure proportionality in enrollment numbers. AY 2023/2024.
 - Office of Admissions, ODC, and OSS
 - Explore barriers to enrollment in policies, marketing, and connection to campus.
 - Partner with selected elementary and middle schools to connect with current Black men at UCA including fraternities, BMAC, Athletics, and other organizations.
 - Explore branding opportunities associated with identity-based organizations.

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 (i.e., planning, note taking, and financial responsibilities, etc.)
PWI Awareness	Level of recognition participants have of being a minority on campus and the typical effects of being so (i.e., isolation, confidence, dress, and being watched, etc.)
Response to Negative Racial Stereotypes	Participants' responses to combating racial stereotypes and how these stereotypes showcase themselves on campus and in an academic environment (i.e., image management, respect, and competing against the world, etc.). This code is informed by Harper (2015)
Resources	Campus programs, people, or spaces that can be utilized for the academic improvement of students. (i.e., library, Office of Student Success (OSS), and Office of Diversity & Community (ODC), etc.)
Relationships	Connections and relationships made by students to create a support network and community during their studies. (i.e., peers, race, and professor, etc.)
Academic Environment	A description of the environment and expectations of the participants based in the classroom (i.e., varied difficulty, transition, and high expectations, etc.).

Exhibit C

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 Black 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 Negative Racial 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.*

Exhibit C

Contributors:

T.K. Anderson-Gault

Amy Baldwin

Riva Brown

Thomas Bruick

M. Shelly Conner

Nadia Eslinger

Adriian Gardener

Charles Hervey

Tajaro Hudson

Taylor Ingram

Angela Jackson

Leslie Knox

Dierre Littleton

Patricia Smith

Angela Webster

Updated 4/23

DAC Subcommittee Reports Spring 2023

- **Belonging Among Commuter, Non-traditional, and Online Students**

Committee Chair – Dr. Chris Craun

- Our main project was the design and implementation of a survey regarding student perceptions of belonging at UCA (Exhibit E). The survey is currently being distributed to over 1,000 students. We realize the timing didn't allow us to report on the results this year, but the committee felt it best to wait for an open moment (i.e.—no other surveys occurring) in order to get the most responses. We will tabulate this data as it comes and report back.
- Our last meeting was largely concerned with brain-storming new goals for this committee over the coming year. To that end, the committee decided to request some data from Institutional Research to help guide us in prioritizing student needs.
 - Some examples from our discussion: Is there a single report on which students are clearly identified as being Veterans, Commuters, First Generation, and Non-traditional? These categories frequently overlap, so having these identifying labels on a single report (or in Navigate) would help track programmatic performance. For instance, we could track student involvement in RSOs, the Non-traditional Student Organization or Minton Commuter College and correlate that to long-term academic retention or success.
- Finally, Nadia Eslinger (Student Success/1st Gen) recently received a federal grant to aid retention among pell-grant receiving students. Once she has more concrete programming (hopefully, fall 2023), the committee plans to promote it. Tentatively, the program will be called Bear Life and consist of:
 - Summer Start opportunity (early move-in)
 - Professional and Peer Coaching
 - Access to a licensed counselor
 - 1-on-1 customizer study plans with weekly check-ins
 - Career Services + Internships
 - Celebrations of Student Success (emphasizing community and belonging)
 - Financial literacy
- As a starting point, it was decided that the NTSO, Minton Commuter College, and 1st Gen offices would host an information table in the center of campus during "1st to Go Week" in fall 2023. The goal would be to make students more aware of Bear Life (and incidentally, our other programs too).

- **Black Men's Experience at UCA**

Committee Chair – Professor Adriian Gardner

- The committee added new members and appointed Professor Adriian Gardner as the chair
- Our major accomplishment was to review and make final edits to BMEC Report (a qualitative research project from Fall 2019) which will be presented to the UCA Diversity Advisory Committee on April 19, 2022
- At the time of this document, we are planning goals for the next academic year

- **Community Policing**

Committee Chair – Chief John Merguie

- This academic year, we focused our efforts on community engagement which we feel is the basis for law enforcement
- The following is our outreach programming since September 2022 and planned events for the remainder of the academic year
 - **September 2022**
 - 09/01- 1st Football game (Outreach tent)
 - 09/16- Housing/Police Social (Bear Village Shelter)
 - 09/26- Law Enforcement speaker for Intro to Criminology class
 - 09/27- Student Health Wellness Fair (HPER)
 - 09/28- Fight or Flight Self Defense and Awareness Class for Stadium Park (Stadium Park Courtyard)
 - 09/29- Police and Society, mock written exams & physical test
 - **October 2022**
 - 10/01-UCA Family Day (Outreach Tent)
 - 10/05- Brake for Bears Campaign
 - 10/08- UCA vs. Linwood (Outreach Tent)
 - 10/09- Faith & Blue National Event (Irby Courtyard)
 - 10/13- Shakeout Drill/LGBTQ peace walk
 - 10/17- Protecting Me, Myself, and I, self-defense class (Ronnie Williams Student Center)
 - 10/19- Speak about Joshua Pauly Act with Windy Lowder (IHS)
 - 10/21- Self Defense Class w/Softball Team (Softball Field)
 - 10/29- Homecoming (Outreach Tent)
 - 10/31- Trunk or Treat
 - **November 2022**
 - 11/01- Police and Society Share a Bear Drive (Indoor Practice Field)
 - 11/02- Career Fair (Ronnie Williams Student Center)
 - 11/04- LGBTQIA Safe Zone Seminar (Ronnie Williams Student Center)
 - 11/05- Game Day (Outreach Tent)
 - 11/07- UCA 12th Annual Safe Walk
 - 11/08- How to Handle an Irrate or Agitated Student/Parent That May Enter the Building (College of Education)
 - 11/10- Fall Games with Special Olympics
 - 11/10- CRASE with faculty and staff (Ronnie Williams Student Center)
 - 11/11- Fall Games Special Olympics Awards (Conway Tennis Center)
 - 11/15- Purple Blue & You Mental Health/Suicide Awareness (Farris Hall Courtyard)
 - 11/15- Cocoa with a Cop/UCAPD Meet & Greet (Ronnie Williams Student Center)
 - 11/29- Special Olympics Freddy's Fundraiser
 - **December 2022**
 - 12/01- Police and Society Post Physical Test (Indoor Practice)
 - 12/10- Police and Society Holiday Community Relations Event (Irby Hall)
 - **January 2023**
 - 01/09- National Law Enforcement Day Lunch (College Square)
 - 01/10- Global Welcome Session
 - 01/11- New Student Bear Fair (Ronnie Williams Student Center)
 - 01/13- MLK Prayer Breakfast (Ronnie Williams Student Center)

- 01/17- MLK Silent March
- **February 2023**
- 02/15- Alcohol Awareness (Ronnie Williams Student Center)
- 02/16- Intro to Criminology (Irby 202)
- 02/21- Being You (Mental Health/Anxiety Awareness) (Student Health Center)
- 02/27- What to do in the Event of an Emergency (Snow Fine Arts)
- 02/28- What to do in the Event of an Emergency (Snow Fine Arts)
- **March 2023**
- 03/02- Coaching Circle Service Project
- 03/04- Out of Darkness: Suicide Prevention Peace Walk
- 03/07- Being You Process Group for Black Women (Student Health Center)
- 03/08- Self Defense Class (Ronnie Williams Student Center)
- 03/13- Safe Spring Break Vehicle Maintenance Inspection (Short/Denney)
- 03/14- Mario Drunk Driving: Alcohol Awareness (Carmichael Hall)
- 03/15- Self Defense Class (Ronnie Williams Student Center)
- 03/15- Active Shooter Training Class (Wingo)
- 03/16- Drunk Goggle Simulation (Ronnie Williams Student Center)
- 03/16- Student interview for school paper on school shootings (Police Department)
- 03/30- LBGQT Webinar
- 03/30- Human Library Training
- **April 2023**
- 04/01- Arkansas Science Fair (HPER)
- 04/04- Human Library (Ronnie Williams Student Center)
- 04/06- BEAR plans day Speak on Drunk Driving and Effects (State Hall)
- 04/06-1230-430 Kim Chi Make-Up tutorial (Windgate)
- 04/07- Drag Performance (Reynolds)
- 04/07- Civilian Active Shooter Response (Faulkner County Library)
- 04/12- Take back the Night (Ronnie Williams Student Center)
- 04/17- Sexual Assault Training UCAPD (Mashburn)
- 04/18- Ice Cream Social (Old Main Lawn)
- 04/19- Sexual Assault Training UCAPD (Mashburn)
- 04/20- UCA Child Study Community Helpers Day (Child Study)
- 04/20- Point Patrol (Biz@Bear)
- 04/20- Clean Drug Take Back Box
- **May 2023**
- 05/17- Special Olympics Torch Run
- **DBIE Award**
Committee Chair – Dr. Candice Maxwell
 - The award was advertised from February 28 – March 17 of this year. Completed portfolios were received on April 12, and the committee will convene on April 20 to vote on the recipient.
 - The award will be presented at Fall Convocation.
- **Diversity Strategic Plan (DSP)**
Committee Chair – Dr. Angela Webster
 - The 2022 DSP reporting cycle was held between 10/31/2022 – 12/4/2022.

- The total number of reports and reporting units have increased.
- The results will be presented at the spring DAC meeting and placed on the diversity website at the following link: uca.edu/diversity/diversity-strategic-plan/
- **Institutional Diversity & Inclusion (IDI) Grant Program**
Committee Chair – Dr. Steve Schlachter
 - The committee convened and agreed to fund seven different applicants doing some exceptional work during the February cycle. These include UCA members going to conferences presenting papers, service learning on the Texas border, participation in anti-racism summits, and activities to support international faculty and staff. The amount funded varied by the needs of the applicants.
 - The committee will meet to discuss the April grant applicants on April 20.
 - Information about the previous recipients, their work, and the grant program overall can be found, along with information about the most recent approved applicants (uploaded when their activities are completed) here: uca.edu/diversity/grant-program-awards/
- **Immigrant Experience at UCA**
Committee Co-Chairs – Mr. Tajaro Hudson and Ms. Maria Negrete Padron
 - Over the 2022-2023 academic year, the Immigrant Experience's goal was to foster a sense of community among our current immigrant faculty/staff. Our plan was to do this through various programming to accomplish the following:
 - Determine the needs and wants of the immigrant community.
 - Find a good time that works to host meetings/events.
 - Start building that sense of community through different activities.
 - In an effort to achieve these goals, we hosted the following events.
 - Canvas and Conversations 3/1/23 - Participants painted canvases with something that represented their culture. While doing so, we played music from around the globe and ate paletas (Spanish word for popsicles). Participants engaged in conversation with one another and were glad that we were able to host such an event. They expressed interest in having an event where they could meet with legal and HR to learn more about how immigration processes work at the University.
 - Trivia Time! 4/6/23 – An effort to test our general knowledge and fellowship with each other.
 - After hosting these two programs, we were able to draw the following conclusions.
 - Lunch time is the best time for us to host events for faculty/staff.
 - Immigrant Faculty/Staff would benefit from a group meeting with HR and our General Counsel.
 - Immigrant Faculty/Staff want to get to know each other and share their experiences.
 - Future Goals
 - Hosting more fun, lighthearted events for immigrant faculty/staff to mix and mingle.
 - Having ongoing communication with our immigrant faculty/staff.
 - Creating a program in which immigrant faculty/staff can talk with HR and our General Counsel.
- **Lactation Suites**
Committee Chair – Ms. Elizabeth Gayfield

- The Irby Hall lactation suite is open and is located in room 414.
- The Integrated Health Sciences Building and Windgate for Fine and Performing Arts have included lactation suites in their buildings.
- IDI has requested board distribution of flyers on campus bulletin boards for awareness.
- UCA currently has 7 operating lactation suites.
- More information can be found here: uca.edu/diversity/lactation-suites/
- **LGBTQ+ Advisory**
 - *Committee Chair – Dr. Taine Duncan*
 - Points of Pride for the Year
 - Another successful welcome lunch during Welcome Week in Fall 2022, thanks to the hard work of Reesa Ramsahai for being the primary coordinator. Around 100 students were served, and more faculty and administrators came to show support than in our first year, 2021-2022.
 - Lavender Library opening. Thanks to the hard work of a coordinating committee, and the support of MUSE residential college (especially Jayme Stone and Carl Olds), an academic resource space for LGBTQ books, media, discussion groups, and presentations is now open on the second floor of Arkansas Hall in the classroom wing. Additionally, \$15,000 in external grants from National Alliance on Mental Illness and the American Philosophical Association (in coordination with Greg Weber in the Foundation office, Taine Duncan as the PI, and Arnie Story's work on the Arkansas NAMI affiliate board) were awarded in December 2022 and January 2023 will ensure that calendar year 2023-2024 can include more materials and programming.
 - PRISM Awards and Kim Chi Artist in Residency both occurred on April 7, 2023. Thanks to the hard work of Zach Smith as the primary applicant, and Adele Okoli and Taine Duncan as additional organizers and applicants for an Artist in Residency grant, the support of CAHSS, and PRISM advisors Hannah Hanshaw and Reesa Ramsahai. An Evening with Kim Chi at Reynolds was a big success.
 - Thanks to the coordinating work of Paige Rose (CAHSS) and support from Jessica Riedmueller (Library), a Google Group was created for the LGBTQ+ Faculty and Staff Affinity group, one of the affinity groups supported by Angela Webster and IDI. Additionally, Paige Rose worked to centralize some of the announcements about events and activities for LL, PRISM, Feminist Union, the Library, Allies in STEM, and other organizations and departments who have ongoing LGBTQ programming.
 - Ongoing work in Summer to Fall 2022 was done by the Registrar's Office, Human Resources, Institutional Research, and Admissions to ensure that forms were updated for clarifying processes of name change, and gender identification. Some of this work is ongoing, including coalescing these processes into a centralized clear pathway. Thanks to the carry over work of our committee from last year!
 - Plans for the Upcoming Year
 - An October 2023 Name Change Clinic utilizing community resources and partnerships to help facilitate, including Park West Pharmacy and Intransitive.

- Providing a Legal Fact Sheet resource to help inform about changes to local laws and policies.
- Coordinated and more extensive usage of the Lavender Library Academic Space in the fall including assisting in programming, and highlighting Student and Faculty work in queer theory.
- Ongoing work to collect and collate information for the IDI website. Many resources are still spread out amongst a variety of websites, and we need to track down all those resources, so they can be more visible and accessible.
- Designing outreach for incoming students—videos, handouts, etc.—since LGBTQ+ identity is not always visible or openly discussed, making sure that the materials are as seamlessly available to all students as we can.

● **Minority Vendor Partnership Initiative**

Committee Chair – Dr. Kristy Carter

- MVPI committee activities to date:

2022-2023 Program Goals	Activities	Status
Conduct more research	Submitted RFQ to City of Little Rock for Disparity Study (award status unknown)	On Hold by City of Little Rock
Identify funding mechanisms	Sponsored Programs matched us with two different potential funders to apply in Spring 2023	On hold until Fall 2023
Establish an outside advisory council	Potential members have been identified.	On hold until Fall 2023
Revise program offerings	In progress	Scheduled Workshop April 25, 2023 Investment Strategies
Work more closely with students	Advising SGA on student entrepreneurship and vendor fair.	On hold until Fall 2023
New Partnership Development	Connected with Arkansas Minority Business Development Agency for partnership.	In progress

- For more information about MVPI visit, uca.edu/diversity/mvpi/ or email Dr. Kristy Carter at kcarter@uca.edu.

● **Policy Program Office Review**


Committee Chair – 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...
- The committee has met twice this year to continue the work on advancing thoughtful and intentional ways to be more inclusive in the campus hiring process.

- University Training/Vector Training
 - Committee met to discuss keeping online training open for 11 months
 - FERPA will be done every three years instead of annually
 - Want to work with campus stakeholders and partners to call attention to resources already available and put on one resource page on HR website. Continue to remind liability of asking illegal questions
 - One track for next year's training schedule is supervisory. Will include interview practices
 - UT staff are meeting with campus partners to discuss student training offerings and ideas
 - Exploring if PeopleAdmin can send prompts to resource page to hiring committee once selected and identified in the system
- Diverse Recruiting Plan
 - Will reach out to STAR Committee and Provost's Office to continue conversation about best way to create a diverse applicant pool for any/all positions
- Black Male Experience Report
 - This report will be shared at the Spring 2023 DAC meeting
- **Strategies Targeting Academic Representation (STAR)**
Committee Chair – Dr. Angela Webster
 - The committee met and reviewed pertinent information about the following data points:
 - Status of full-time faculty of color
 - Diversity of full-time faculty by race and nationality over a 10-year period
 - Diversity of leadership (VPs, AVPs, deans, department chairs, & directors) by race and gender
 - Comparisons of full-time faculty diversity with student diversity for proportionality
 - IDI programming that relates to faculty of color
 - Topics and contents from the Inclusive Hiring Series were discussed, and the series is in the process of being placed on the Vector Solutions training platform.
 - The series can currently be viewed by requesting access from idi@uca.edu
 - This committee's members will collaborate with the Policy/Program/Review committee on the Diversity Recruiting Plan
 - HR and IDI are working through ways to make people aware of UCA jobs in order to cast a wider net for applicants

Campus Belonging Survey!

UCA's Diversity Advisement Committee is seeking to hear from YOU! We want to know how connected Non-traditional, Veteran, and Commuter students feel to the UCA community! Your responses to this brief survey will directly impact our efforts to build a more inclusive and comfortable campus for all our students. Please take a few minutes and answer the questions below. Thank you for your help; we take your input very seriously!

 egayfield@uca.edu (not shared) [Switch account](#)



* Required

Please click on the category that represents you best: *

- First Year
- Sophomore
- Junior
- Senior
- Post Baccalaureate

 [Request edit access](#)



Exhibit E

Which of these describe you? (It may be multiple answers) *

- Non-Traditional (25 years or older)
- Veteran / Service Member
- Commuter (Does not live in on-campus housing)

How closely does this statement describe your feelings: "I am proud to attend UCA"? *

Not very

1

2

3

4

5

Very much

 Request edit access



Exhibit E

I often try to wear school colors or clothing. *

Never

1

2

3

4

5

All the time

How does being involved in UCA activities help students succeed?

Your answer

What does "being involved" look like for commuter, non-traditional, or on-line students?

Your answer

 Request edit access



Exhibit E

How well do people (students, faculty, or staff) at UCA know you as a person? *

1= They don't know the real me; 5 = They know me very well

Not at all

1

2

3

4

5

Very Well

What does being known at UCA look like to you?

Your answer

How true is this statement: "I see myself as a part of the UCA community"?

It is completely false

1

2

3

4

5

It is absolutely true

 Request edit access



Exhibit E

Do you have a close group of friends on the UCA campus? *

No, I don't have any friends at UCA

1

2

3

4

5

Yes, my best friends are at UCA

How respected do you feel by UCA Employees? *

Not at all

1

2

3

4

5

Very much

 Request edit access



Exhibit E

How much do you agree with the following statement: "UCA Employees are concerned for my personal well-being"?

*

I strongly disagree

1

2

3

4

5

I strongly agree

What types of support do you need or want from UCA as a commuter, non-traditional, or on-line student?

Your answer

When someone asks "What do you do?", do you tell them about being a student at UCA?

Your answer

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Exhibit E

Do you feel included on the UCA campus? *

I absolutely feel like an outsider

1

2

3

4

5

Not at all

Do you feel accepted for who you are by your peers at UCA? *

Not at all

1

2

3

4

5

I'm totally accepted



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Exhibit E

How true is this statement: "My experiences at UCA are making me a better person"?

*

It is completely false

1

2

3

4

5

It is absolutely true

How true is this statement for you: "There are people at UCA that I care about and want to see succeed"?

*

This is totally false

1

2

3

4

5

It is absolutely true



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Exhibit E

Do you know students who have taken advantage of UCA's Counselling Center? *
(Student Health Services Building, Room 327)

- Yes
- No

Do you feel that UCA values the mental health of its students? *

- Yes
- No

How much do you agree with this statement: "I feel that UCA Employees care about my academic growth"? *

I strongly disagree

- 1
- 2
- 3
- 4
- 5

I strongly agree

 Request edit access



Exhibit E

How much do you agree with this statement: "I feel that UCA Employees care about my personal growth"?

*

I strongly disagree

1

2

3

4

5

I strongly agree

How much do you agree with this statement: "I can express my views at UCA without fear"?

I strongly disagree

1

2

3

4

5

I strongly agree

 Request edit access



Exhibit E

How happy are you with your choice to attend UCA?

Very Unhappy

1

2

3

4

5

Extremely Happy

Is there anything else that you'd like UCA to know regarding your experiences as a student?

Your answer

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