

Diversity Advisory Committee Meeting

November 30, 2023 Minutes

I. Call to Order: Dr. Angela Webster called the meeting to order at 2:00 p.m.

II. Role Call

Members Present: Lara Davis, Amy Denton, Nadia Eslinger, Evan Faidley, Veneta Fricks, Millie Goins, Emily Hall, Cindy Lea, Krista Peppers, Steven Schlachter, Elizabeth Smith, Jessie Taylor, Maddie Welborn, Robin Williamson

Members Absent: Alison Taylor, Brentlee Wilkins, Shawanna Rodgers

Ex-Officio: Bridget Fortenberry, Jacob Held, Charlotte Strickland, Angela Webster

Special Guests & Additional Subcommittee Members: Chris Craun, Taine Duncan, Lyn Gayfield, Angela Jackson, John Merguie, Maria Negrete Padron, Nicole Sumner

III. Acknowledgement of Approval of Previous Meeting Minutes:

The minutes from the April 19, 2023 meeting were approved via email.

IV. DBIE at UCA / Presentations

BEAR Life – Dr. Nadia Eslinger

- The BEAR (Bridging Economic and Academic Resources) Life program bridges economic and academic resources to support students in reaching their highest potential through community connectedness, resources, and encouragement.
- They are located in the new Student Success and Veterans Resource Center on the corner of Bruce and Donaghey Avenue. This program is funded by the Title 3 Strengthening Institutions Program Grant and is targeted to low-income students. The grant was awarded in 2022 and will last 5 years.
- The grant's goals are to decrease the gap in fall-fall retention rates between

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- participating low-income and non-participating low-income students; improve academic performance for low-income students; and increase participants' sense of belonging, academic capital, and persistence.
- BEAR Life plans to meet these goals through peer and professional coaches; career exploration; financial wellness programs; annual celebrations of academic achievement; ongoing professional development for UCA faculty & staff regarding the concerns, needs, and assets of our low-income students; BEAR Burrow (space where students can study, relax, and connect); and Summer Start.
 - Low-income students participated in focus groups and shared their experiences and challenges at UCA, and the BEAR Life program used their responses to plan their programming and resources.
 - Major themes from the focus groups include resources/programs, academics, campus culture, economic concerns, wellness/development, connectedness, community, goals, success, and equity & inclusion.
 - Staying on T.R.A.C.K. (Tenacity, Reflection, Ambition, Commitment, Knowledge) at UCA
 - Students are asked to keep up with classes and program requirements, set achievable and executable goals, and maintain healthy adaptations and goals.
 - Questions
 - How do students enter the program?
 - All admitted students were told to apply to the program, and Financial Aid collaborated to identify the students that qualified. In the future, they will find the students who qualify first and we will encourage those students to apply. Students will have the chance to learn more about the program and indicate interest. Anyone who qualifies and is interested will be admitted into the program.
 - Will each cohort be limited to incoming freshmen?
 - Yes, this is freshman start program.

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- What is the difference between economics and resources for these students?
 - Resources are our campus-wide resources such as the Food Pantry and Emergency Textbook Grant. Economics refer to the cost of college and things you need beyond tuition such as room and board, food, etc.
 - We are working on a community resources webpage for all our students.
- Many of your students may be UCA Commitment students. Is there an idea yet about how those programs will fit together?
 - The programs will complement each other and give UCA the opportunity to serve more students. BEAR Life does not provide any funding to students directly, but we do provide course codes for math and cover First-Year Experience fees by applying funds directly to students' accounts. Everything else we do is based on programming and coaching.
- Please reach out to us if you have any ideas on collaboration or further assisting our students.

Belonging Survey Report – Dr. Chris Craun

- The Belonging subcommittee developed a survey and sent it to roughly 800 students, and there were 26 respondents. The results of the survey are attached in Exhibit B.
- Questions
 - How can we share this information with our employees? Should it be a campus-wide seminar sharing what our commuter and nontraditional students' needs are?
 - We only got a 3% response rate from the students who are already largely engaged, it's hard to say that this small group represents 1,000 other students and then ask programs to change the way they do things.
 - We can go back as a subcommittee, make recommendations,

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and share those with the campus.

- We can learn from others that get high response rates on their surveys and conduct this survey again to get more respondents.

V. Subcommittee Report Discussions

The subcommittee reports are attached in Exhibit A.

- Belonging Among Commuter, Nontraditional, and Online Students
- Black Men's Experience at UCA
- Community Policing
- Diversity, Belonging, Inclusion, & Equity (DBIE) Award
- Diversity Strategic Plan
- IDI Grant Program
- Immigrant Experience at UCA
- Lactation Suites
- LGBTQ+ Advisory
- Minority & Women-Owned Vendor Partnership Initiative
- Policy / Program / Office Review Working Group
- Strategies Targeting Academic Representation

VI. Unfinished Business

None

VII. New Business

None

XI. Announcements

None

X. Adjournment

The meeting adjourned at 2:57 p.m. The next meeting will be on April 11 at 10:00 a.m. via [Zoom](#).

DAC Subcommittee Reports November 30, 2023

- **Belonging Among Commuter, Non-traditional, and Online Students**
 - The subcommittee did not meet this fall. Instead, we sent out the survey we created last year to the incoming freshmen in the Minton Commuter College. Dr. Craun has tabulated the data and will provide a report at the DAC meeting on November 30 (attached as Exhibit B). The goal for Spring 2024 is to brainstorm regarding our next project and to select a new Chair.
- **Black Men's Experience**
 - The subcommittee will meet later this semester to strategize for the 2024-2025 academic year. Professors Charles Hervey and Adriian Gardner will present the "In Their Own Voices" report to designated UCA officials in February 2024. Also, the Black Men's Experience committee is working to partner with the Brother's Keeper Coaching Circle on a project or initiative for black and brown males at UCA (Target Date: Spring 2024).
- **Community Policing**
 - Attached as Exhibit C
- **DBIE Award**
 - The subcommittee convened and selected Ms. Angela Jackson, Director and Associate Dean, as this year's DBIE Award recipient. The award was presented at Fall Convocation. The subcommittee will reconvene in the spring.
- **Diversity Strategic Plan**
 - The subcommittee hosted an informational workshop on October 24 and collected information for reporting liaisons.

The workshop recording is hosted on Vector Solutions as extra training. The reporting system is open until December 4, and the data will be analyzed in the spring.

- **IDI Grant Program**

- The subcommittee convened and agreed to fund several applicants doing exceptional work. UCA colleagues acquired tools and support through these grants that promoted inclusivity and diversity initiatives. The committee will meet to discuss the next grant applicants on February 29th. 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: <https://uca.edu/diversity/grant-program-awards/>

- **Immigrant Experience at UCA**

- The subcommittee hosted “A Discussion on the Visa and Residency Process for UCA Faculty and Staff” with UCA’s General Counsel and consultant, George Ernst, Immigration Attorney to learn more about the process. The meeting was recorded and is available in Vector under “Extra Trainings.”
- The subcommittee will meet to plan an in-person event for Spring 2024.

- **Lactation Suites**

- The committee is conducting an audit of changing stations in restrooms across campus. We hope to present our results at the spring meeting.

- **LGBTQ+ Advisory**

- Attached as Exhibits D and E

- **Minority & Women-Owned Vendor Partnership Initiative (MVPI)**

- Attached as Exhibit F

- **Policy Program Office Review**

- There will be a full report for Spring 2024.

- **Strategies Targeting Academic Representation (STAR)**

- MFMI has commenced for the academic year with faculty & administration mentor/protégé pairs
- Affinity/Resource Group Check-Ins are continuing this fall.
- Coaching Circles are continuing this fall.
- The committee is reviewing recruitment and retention data and determining the best ways to share the data with the campus.

Summary of Belonging Survey

Survey sent to nearly 800 students (2022 and 2023)

Only 26 Respondents, so roughly a 3% response rate. However, there is a higher response rate among the Minton Commuter College. This may slightly skew our responses because these students are already somewhat engaged at UCA.

Breakdown by Grade:

Freshmen: 23.1%

Sophomore: 15.4%

Junior: 11.5%

Senior: 34.6%

Post-graduate: 15.4%

This indicates a decent balance among our respondents, with the majority likely to have experienced multiple semesters at UCA.

Commuters and Non-Trads (25 years +) make up the majority of respondents. Only a single respondent identified as a veteran.

1) "I am proud to attend UCA"

On a scale of 1-5, only 2 respondents selected below a 3 (both were 2). 46% of respondents chose 5.

2) "I often try to wear school colors or clothing."

67% of respondents chose a 1 or 2 and another 30% chose 3. This is clearly not a priority for our students.

3) "How does being involved in UCA activities help students succeed?"

Exhibit B

7 respondents indicated that it did not help at all, and 4 of these indicated some hostility towards the idea. The remaining answers were split between 1) Networking for career goals, 2) building a support/motivation network, and 3) personal growth. This indicates that 2/3 of our students see some value in involvement, but the negative feelings were the most passionate.

4) “What does being involved look like . . . “

These answers were very diverse. Aside from a couple of respondents that I’m certain were involved in the MCC, the answers were also very vague—ranging from participation in class to attending sporting or RSO events. The majority mentioned the difficulty in participating in events outside of class and away from home. Virtual or remote events is one answer. Hosting high-reward events is another.

5) “How well do UCA Faculty and Staff know you as a person?”

This was a perfect bell-curve.

6) “What does Being Known look like?”

These answers repeated three themes: 1) Having Professors reach out to them about other things than assignments (greetings, concern, interest). 2) Having people on campus who recognize them and speak to them by name. 3) Sharing academic interests with peers and faculty.

There is one respondent who consistently minimized/ridiculed the idea of interaction being important.

7) “I see myself as part of the UCA community.”

This was a positively shifted bell-curve. 63% of our students rated this 3-5.

8) “Do you have a close set of friends at UCA?”

Exhibit B

This was troubling. 14 Students rated this a 1 or 2. Only 8 students rated this a 4 or 5. These are commuter students, but this poses a challenge.

9) "How respected do you feel by UCA employees?"

All but 2 respondents rated this 3-5, with the majority (23) being 4-5.

10) "UCA employees are concerned with my well-being."

Only 1 respondent marked a 2. The others marked 3-5 with 20 students selecting 4-5.

11) "What types of support do you need or want from UCA?"

Many said "no further support needed." Others said:

Periodic emergency food/financial support

Flexibility in assignments or classes designated for flexibility/commuters

Better Parking

FAQ for commuters/non-trads that other students would already know

Less out of class required meetings on campus (that they have to travel to attend)

12) "When someone asks what you do, do you mention UCA?"

Overwhelmingly the answer is yes, but the question did not get at the root thing we wanted to know: Identity. From the open-ended responses, roughly 60% categorized themselves as students first.

13) "Do you feel included on the UCA campus?"

Perfect bell curve

14) "Do you feel accepted by your peers at UCA?"

23/26 rated this above a 3, but 8 students were at a 3. It leans towards the positive, but there is substantial doubt among respondents. Unfortunately, we cannot see *what* they are uncertain about.

15) "My experiences at UCA are making me a better person."

25/26 rate this 3-5 with the majority ranking it 5. The 1 "two" response is likely the person who has negatively rated engagement throughout.

16) "There are people at UCA that I care about and want to succeed."

This was disappointing. 18 ranked this a 4-5, but 8 students were split between 2-3. I feel this is more of a negative than the other results from a citizenship standpoint.

17) 57% of respondents knew someone using the Counseling Center

18) 85% of respondents said that UCA cared for the mental health of their students.

19) "UCA employees care about my academic growth."

All 26 respondents ranked 3-5, with only 4 selecting "3".

20) "UCA cares about my personal growth."

This was less positive, but still pretty good. 1 respondent selected "2" and the others were evenly divided (8,8,9) between 3-5.

21) "I can express my views at UCA."

19 ranked this 3-5 (6,7,6) and 7 ranked this 2-1 (5,2). Personally, I think we should remember that college is often the first place where students have *risk* in expressing their views.

22) "I am happy I chose UCA."

24/26 ranked this 3-5 (3,9,12) and 2 people selected 2 and 1. 81% were happy (4-5)

23) "Other suggestions."

1) Child care/activities

2) Less activities outside of class or more sympathetically timed activities for commuters

3) Parking/support with paperwork (because commuters are fitting visits to campus around other commitments).

4) The responses I marked as “1” don’t have anything to do with UCA’s performance or quality. They just don’t really apply to me, as I’ve only been on-campus twice for anything school-related since I enrolled. All my other school work or communication has been virtual. **This is from an online student—the only one I know for certain in the survey.**

Community Policing Subcommittee Report

Submitted by Chief John Merguie

Fall 2023 Outreach Activities/Programs

- **July 2023**

- 07/24- SOAR
- 07/05- Student Health Interview
- 07/11- Student Health Interview
- 07/12- Student Health Interview
- 07/13- Student Health Interview

- **August 2023**

- 08/03- Housing
- 08/08- Housing Community Policing
- 08/09- Christian Cafe Active Shooter Training
- 08/10- 1015 Housing (Drug/alcohol, welfare check, and search seizure procedure and policy)
- 08/16- HPER Active Shooter Training
- 08/18- Global Speaking Engagement International Students
- 08/17- New Student Orientation
- 08/19- Move In Day
- 08/21- Lunch on the Lawn
- 08/21- National Sweet Tea Day
- 08/22- Student Job Fair
- 08/22- Rainbow Lunch with LBGQT Freshmen
- 08/23- Do's Don'ts Donuts
- 08/23- Conway Daze
- 08/23- Pep Rally and Football Scrimmage
- 08/23- Rock the Lawn
- 08/27- College Days
- 08/28- Self Defense Class
- 08/28- Mentor Hill Transitions Week
- 08/29- Greek Expo

- 08/31- Introduction to Police and Society
- **September 2023**
 - 09/05- Police and Housing Dinner Social
 - 09/06- Self Defense with Stunt Team
 - 09/09- Home Game
 - 09/12- Speak with Music Class at 1215
 - 09/14- Speak about Situational Awareness and Weather Awareness
 - 09/22- Speak with Intro to Criminology Class
 - 09/21- Brake for Bears Campaign
 - 09/23- Home Game
 - 09/21-11/19: Ride Alongs for Police and Society Thursday, Friday, & Saturday nights, 9:00 p.m. – 1:00 a.m.
 - 09/28- Mock Physical and Written Exam
- **October 2023**
 - 10/03- DBIE Fair
 - 10/07- Home Game Family Day
 - 10/08- Faith and Blue Weekend
 - 10/11- David Greene
 - 10/12 PRIDE Walk
 - 10/12- Hispanic Heritage Month
 - 10/12- Alcohol Awareness with Real Beauty
 - 10/14- Home Game
 - 10/16- ShakeOut EarthQuake Drill
 - 10/16- Protecting Me, Myself, and I: Self Defense w/ Women of Excellence
 - 10/16-10/17- Human Trafficking Summit
 - 10/18-19: Sexual Assault Training
 - 10/23- Fall Fest
 - 10/25- Christian Ministries Self Defense Class
 - 10/27- Homecoming Step Show
 - 10/28- Homecoming 4 PM
 - 10/28- Drug Take Back Event

- 10/30- Self Defense with Beta Sigma Fraternity
- 10/31- Trunk or Treat @ 530
- **November 2023**
 - 11/11- Home Football Game
 - 11/16-18- Special Olympics Fall Games
 - 11/30- Speak about Alcohol Awareness with Health & Wellness
 - *Drunk Goggles Check Out
- **December 2023**
 - 12/05- Post Physical Test Police and Society
 - 12/09- Holiday Police Event

LGBTQ+ History Month

October 1 - October 31

10/04	A Report on Crystal Bridges and PRISM <i>Saylor Travis, Guest Speaker</i> Lavender Library - Arkansas Hall 259	3:00 - 4:00 p.m.
10/05	Button, Flag & Sticker Handout Ronnie Williams Student Center Front Porch	11:30 a.m. - 2:30 p.m.
10/05	Gender Variance Ronnie Williams Student Center 213	12:00 - 1:00 p.m.
10/05	Banned Books Roundtable Discussion Lavender Library - Arkansas Hall 259	1:40 - 2:30 p.m.
10/06	LGBTQ Education & Safe Zone Seminar Lavender Library - Arkansas Hall 259	2:00 p.m.
10/10	"Finding and Fostering Well-Being in a World on Fire" <i>Dr. Allen Thomas, Guest Speaker</i> Windgate Art Lecture Hall	1:40 - 2:30 p.m.
10/11	Coming Out Day Stories <i>Dr. Allen Thomas, Guest Speaker</i> Ida Waldran Auditorium - Main Hall	6:00 p.m.
10/12	UCA Pride Walk Crafton Alumni Pavilion	1:40 - 2:30 p.m.
10/13	Faculty Roundtable on LGBTQ+ Inclusive Scholarship Lavender Library - Arkansas Hall 259	2:00 - 3:00 p.m.
10/18	Pronoun Day Buttons Torreyson Library	All Day
10/24	Pumpkin Painting w/Allies in STEM Ronnie Williams Student Center Lawn	1:00 - 3:00 p.m.
10/25	"He may be a queer, but he's our queer": Conditional Queer Acceptance in Appalachia <i>Thomas J. West III, Guest Speaker</i> Lavender Library - Arkansas Hall 259	6:30 - 8:00 p.m.
10/26	LGBTQ+ Faculty and Staff Check-In <i>Thomas J. West III, Guest Speaker</i> McAlister Hall Mirror Room	1:40 - 2:30 p.m.
10/26	Film Showing: "September 30, 1955" <i>Film directed by UCA Alum, James Bridges</i> Muse Residential College/Arkansas Hall	6:30 - 8:30 p.m.

All activities and events sponsored in part by Allies in STEM, American Philosophical Association Inclusiveness and Diversity Grant, Counseling Center, Department of Philosophy and Religion, Gender Studies Minor Program, Institutional Diversity & Inclusion, Lavender Library, Office of Diversity & Community, PRISM, School of Languages and Literatures, Student Government Association and Torreyson Library

Exhibit E

Taine Duncan
Chair, Department of Philosophy and Religion; Director of Gender Studies
University of Central Arkansas
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tduncan@uca.edu
(501) 366-9912
September 30, 2023

APA Diversity and Inclusiveness Grants c/o APA Administrative Office
31 Amstel Ave, University of Delaware
Newark, DE 19716
grants@apaonline.org

Dear APA Diversity and Inclusiveness Grants Committee,

I am writing to provide a progress report on the grant-funded project titled "The Lavender Library: Institutionalizing Access to Queer Theory, Courses, and Speakers at a Regional Comprehensive University in the South." This project was awarded the APA Diversity and Inclusiveness Grant, and I am pleased to share our achievements and updates to date.

Project Overview

The Lavender Library project aims to promote diversity and inclusiveness by enhancing access to queer theory, courses, and speakers at the University of Central Arkansas, a regional comprehensive university located in the South. Our objectives include the following activities:

1. **Collection Development:** The establishment of a comprehensive Lavender Library collection featuring a wide range of queer theory books and multimedia resources. We have also expanded to host a repository of student thesis and creative projects.
2. **Curriculum Enhancement:** The development and implementation of new and expanded courses focusing on queer theory and LGBTQ+ studies within various academic departments.
3. **Speaker Series:** Organizing a speaker series featuring prominent LGBTQ+ scholars, activists, and artists to engage and educate our university community. This was the most important aspect of this year's development of the Lavender Library.

Progress and Achievements

1. **Collection Development:** We have made meaningful progress in building the Lavender Library collection. To date, we have acquired over 150 books and multimedia resources. These materials are now available to students, faculty, and staff through a process of lending/taking mirroring a Little Free Library. Each book/resource is stamped with the Lavender Library logo

Exhibit E

and documented by a student worker in our office of Learning Communities. The stamp informs patrons of the space that they may borrow, keep, or gift any resource they find valuable in the Lavender Library. We do not keep records of individuals visiting the site, and so are offered more latitude than our official university library for collecting usable workbooks, soliciting student input about desired resources, and in gifting materials as needed for individuals. We began collecting by donation, and have now created an Amazon Wishlist to which students, faculty, and staff make recommendations: <https://www.amazon.com/registries/gl/guest-view/G8LZ1ANOKWVV>

We have also begun working with students to invite presentations of their research, and to collect undergraduate theses, creative works, and student research projects in the space. An upcoming example is a presentation by the president of our PRISM student organization, Saylor Travis. Graduating senior Saylor will be presenting “PRISM at Crystal Bridges: An Inquiry of Culture and Social Bonds,” on October 4, 2023 in the Lavender Library space. Their talk is a reflection of their site visit to the American Art Museum, Crystal Bridges in Northwest Arkansas with other LGBTQ+ students from campus on September 23, 2023. This visit was sponsored in part by the APA Diversity and Inclusiveness Grant, and now we are adding their presentation to the collection.

2. Curriculum Enhancement: We have successfully developed a reading group on Educated by Tara Westover, expanded the service and COIL projects of a special section of PHIL 2360 Gender, Race, and Class: Philosophical issues in a classroom neighboring the library, and will be hosting a roundtable discussion with faculty from across the University of Central Arkansas College of Arts, Humanities, and Social Sciences who use queer pedagogy and content in their classes to discuss these efforts on October 13, 2023 in the Lavender Library.

One highlight has included an ongoing partnership (this semester marks the third semester in a row) between my own PHIL 2360 course, and a section of Classical Literature with Prof Maria Dí Muro from Andrés Bello University in Caracas, Venezuela. The students between our two courses created brochures in Spring 2023 on topics such as issues of LGBTQ+ inclusion between the two countries; this semester, we will be working again on a COIL (Collaborative Online International Learning), and plan to create a video series based on student projects comparing gender, sex, and sexuality topics across cultures. Funding from the APA grant has made possible printing and storing copies of brochures in the Lavender Library.

3. Speaker Series: Despite challenges posed by an extraordinarily heterosexist and anti-higher ed Arkansas Legislative Session in Spring 2023 (see my APA blog on the topic here: <https://blog.apaonline.org/2023/03/13/looking-back-and-acting-out/>), we have hosted several student thesis defenses, a presentation on creating resumes from humanities-based experiential learning from Geoff Pfeifer, philosopher at Worcester Polytechnic Institute (<https://www.wpi.edu/people/faculty/gpfeifer>), and we have six upcoming presentations taking place this Fall. Three highlights of these upcoming speakers include scholars with explicit ties to rural southern communities, and each of these events will be funded wholly by the APA Diversity and Inclusiveness grant funds:

Exhibit E

a. October 25, 6:30-8 PM, Thomas J. West III, PhD (<https://tjwest3.medium.com/>), "'He may be a queer, but he's our queer': Conditional Queer Acceptance in Appalachia," and October 26, x period, IDI LGBTQ+ Faculty and Staff Check-In with featured speaker Thomas J. West III, "Queer Self Advocacy and the Power of the Public Humanities," McCalister Mirror Room. From the presenter:

"There's no question that it's a tough time to be both a humanities scholar and a queer person. While universities across the country gut humanities departments (and sometimes abolish them altogether, state legislatures pass anti-queer and anti-trans legislation. It's thus all the more important that writers and other public intellectuals use the power of the pen to push back on these relentless attacks. Those with humanities training in argumentation are uniquely primed to make use of both established and independent media--newsletters, blogs, and so forth--to advocate for themselves and others. As my own career as a writer has shown, this be tremendously rewarding, and it might even make a difference to someone reading such work."

b. November 8, 6:30-8:30 PM, Pastor Tanya Jeffcoat, PhD (<https://www.stmartinsuccdittmer.com/about-our-pastor>), "Addressing 'Church Hurt': What Philosophy and Religious Studies Have Taught Me About Being Queer-Affirming." From the presenter.

c. December 6, 6:30-8:30 PM, Matt Lovett, PhD (<https://www.gsws.pitt.edu/people/ant-8>), "Sex and Truth, or: Psychoanalysis Has Always Been Queer."

Challenges and Next Steps

While we have achieved significant milestones, we also encountered some challenges, including budget limitations (we did not receive the grant funds from the APA until after the end of last academic year on May 17, 2023) and the need for ongoing outreach to ensure full participation in our programs. More acutely, we have also had to face issues of governmental oversight into LGBTQ+ inclusive programming and curricula, safety concerns which led to the space having limited access, and a lack of other resources for student organizations to meet and build community—leading to pressures on the Lavender Library to provide student affairs, as well as academic resources. To address these challenges, we are actively seeking additional funding opportunities to expand our collection and enhance the sustainability of our courses and speaker series. We have also applied for an NEH Media Grant to develop a podcast series to ensure greater visibility, support for faculty research travel, and to expand on our accessibility online and in the greater region.

In the coming months, we will:

Exhibit E

1. Launch a marketing and awareness campaign to increase the visibility of our courses and speaker series. Each of the promotional materials for our upcoming public speakers' series will also be forwarded to grants@apaonline.org.
2. Continue to seek external funding sources to support the long-term sustainability of the Lavender Library. We have already successfully received support from the National Alliance on Mental Illness (NAMI), and we are soliciting funding for an endowed scholarship to support students studying topics related to the Lavender Library.
3. Navigate an unexpected spatial transition. The residential college Lavender Library is currently housed in will be moving to a different housing complex on campus. Though this poses some challenges for us—and means we will need to invest in some renovating—it may also make possible greater accessibility. Our current space has not yet been afforded the opportunity to be open to students without staffing letting them into the building, and it is housed on the second floor. The space we are requesting in the new building is accessible during operational hours without staffing and is navigable by a ramp on the first floor. This space will also have additional room for more media and an expanded collection, so we plan to use any remaining grant funds in December for purchasing additional books.

Conclusion

We are extraordinarily grateful for the support of the APA Diversity and Inclusiveness Grant, which has allowed us to make substantial progress toward institutionalizing access to queer theory, courses, and speakers at the University of Central Arkansas. Our commitment to diversity and inclusivity remains steadfast, and we are excited to continue advancing our project's goals in the coming months.

Thank you for your continued support, and we look forward to sharing more updates in the future. If you have any questions or require further information, please do not hesitate to contact me at tduncan@uca.edu.

Sincerely,

Taine Duncan, PhD
Project Leader, The Lavender Library Project
University of Central Arkansas

MVPI - DAC Committee Report (NOV. 2023)

Prepared by: Dr. Kristy Carter (kcarter@uca.edu)
 Prepared for November 6, 2023, MVPI Committee Meeting
 November 30 DAC Subcommittee Meeting

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) Aug 2022	On Hold by City of Little Rock
Identify funding mechanisms	Sponsored Programs matched us with two different potential funders to apply in Spring 2024	Slated to begin Spring 2024
Conference Presentation	Prosperity Now Summit in Atlanta Georgia, September 23, 2022	Completed
Establish an outside advisory council	Potential members have been identified	Slated to begin Spring 2024
Revise program offerings	small investment = BIG RETURNS Webinar with Travena Jefferson April 25, 2023	Completed
Work more closely with students	Advising SGA on student entrepreneurship and vendor fairs	Completed
New Partnership Development	Connected with Arkansas Minority Business Development Agency for partnership	In progress
Outreach	Minding Your Own Black Business Expo - Panel on resources for minority business owners	Completed
Support	Teuana Smith DEI Professional Little Rock Chamber of Commerce and Clinton School Students Working on a procurement research project	Completed
Program Update	New Member Ivan Hudson, College	Completed

Exhibit F

	of Business, Insurance and Risk Management, joined the committee in Fall 2023	
New Program Partnership	Partnership with Nabholz Construction and AR Minority Business Enterprise to create a one-day Minority Enterprise Certification program. Launch early Spring 2024	In Progress
Program Update	Added women to our name, and we are now the Minority and Women Vendor Partnership Initiative. Website updated https://uca.edu/diversity/mvpi/	Completed

Redefine our Program Services

- A. Education through webinars or other
- B. Research Partnerships
- C. Reporting the Procurement Data
- D. Setting Realistic goals for supporting minority vendors
- E. Adding Women to the list of Minority Vendors - Minority and Women Vendor Partnership Initiative

Potential Activities for 2024

- A. Continue with webinars
 - a. How to Conduct Business with UCA
 - b. Effective Branding Strategies
 - c. Use and Misuse of AI in Small Business Management
 - d. Risky Business: Fundamentals of Managing Business Risk
 - e. MBE Certification with AEDC Karen Castle
 - f. AEDC, Nabholz Partnership
 - i. Increasing Minority Subs through MBE Certification
 - ii. UCA Hosts an Event or day-long workshop with business owners and team members to get certification
 - iii. Certification Delivery (hybrid)
- B. Gather and Report the Numbers
- C. Face to Face Networking Event

Exhibit F

Next Steps

1. Update the website to add Women to the name
2. Fine-tune our goals
3. Workshop with Nabholz and AEDC
 - a. ASAP before Thanksgiving
4. Certification
5. Webinars to support
6. Networking Event at the End of the Year

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

Committee Members

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