



Meeting Minutes October 10, 2012

Call to Order

The regular UCA Staff Senate meeting was called to order at 10:01 a.m. on October 10, 2012 in Wingo 315 by President McBrayer.

Roll Call

Senators Present: Stephanie Hailey McBrayer, Lindsey Osborne, Tracy Spence, Sylvia Childers, Vicki Parish, Patricia Smith, Veda Charlton, Charlotte Fant, John Fincher, Arch Jones, Denicha Kemp, Linda Lentz, Josh Markham, Gail Ozanich, Tyra Phillips, Michelle Reinold, Erica Ruble, Jenny Ruud, Meghan Thompson, Lula Tyus

Senators Absent: Kimberly Ashley-Pauley (AE), Meagan Dyson (AE), Andrew Faulkner (AE), Chad Hearne (AE), Mark Heffington (AE), Lori Hudspeth (AE), Mary Jackson (AE), Ashley Lyon (AE), Kim McKee (AE), Debbie Melendez (A), Dianna K. Winters (AE)

Minutes

The minutes of the September 26, 2012 meeting were approved electronically on October 1, 2012.

Guest Reports

Dr. Nancy Reese, SPARC

- (See Appendix I for the Proposed Strategic Goals and Objectives of the UCA Strategic Plan, 2012–2017.) The annual report provided to Senators is based on what happened last year with SPARC (including anything done by SPC/SBAC until Oct. 1 due to the recent SBAC restructure.). The updated Proposed Strategic Goals and Objectives of the UCA Strategic Plan was provided to Senators. This includes the change made by the Council of Deans, which was asking for an additional objective under goal 2. Faculty Senate endorsed this proposed Strategic Plan and Dr. Reese is asking for Staff Senate's endorsement of the Strategic Plan and acceptance of the Annual Report.
- Strategic Budgeting Advisory Committee (SBAC) is preparing to receive new budget proposals at the upcoming budget hearing on November 8 at x-period.

Katie Henry & Graham Gillis, Grievance Policy update

- (See Appendix 2 for proposed changes.) They hope to take this revised policy to the Board meeting in December. Changes include the following:
 - Time frame is shortened from 2 months to 30 working days. There is flexibility to extend the deadlines if all parties agree.
 - The new policy doesn't allow terminated employees to grieve unless there is discrimination. This is more consistent with other Arkansas universities. Arkansas is an at will state and doesn't allow grievance based on state law. Senator Jones pointed out that it should be made clear that there is still a way to grieve job loss, it just isn't through this particular process. Terminated employees wishing to grieve could still file a complaint through the EEOC or sue the university if he/she has a right.
 - The grievance policy is now available online for more discreet access. HR is currently working to make the form available to be submitted online as well. If this is completed in time, the wording will be added to the proposed policy changes to be taken to the Board meeting.
- In December, the entire 500 series (all staff related) will go to the board. This series has been reviewed over the last 2 years by the administration. President Courtway would like any comments on changes by October 31. These suggestions can be sent to Katie Henry or Graham Gillis on or before this date.

Graham Gillis, Health Plan update

- Beginning next week, there will be emails going out for the health plans. There are no changes to the main plans for next year. There will be a new option for a high deductible, low premium plan. This plan will reduce the premium by about \$25/month and will allow you to set up a health savings account. UCA will match up to \$50/month contributions to the HAS. This plan is not for everyone and anyone wanting to switch to this plan must first sit down with someone from HR and discuss the change.
- HR will be hosting the 1st Annual Benefits Fair on the first day of open enrollment, October 23, in McCastlain from 10:00-2:00. This event will have booths with all vendors, and many departments and entities from across campus. Everyone is invited to the event.

Officers' Reports

President McBrayer

- *Upcoming Events:*
 - UCA Board Meeting, 10/12/12 @ 1:30
 - Campus Talk, 10/17/12 @ 12:00 in SC Ballroom

Vice President Osborne

- *Constitution/By-Laws Review* – The Staff Senate constitution must be approved by the Board of Trustees. We need a task force put together to revise these documents and try to get on the February Board agenda. Volunteers were Jenny Ruud, Meghan Thompson, and Josh Markham.
- *Supervisor Skills Series Questionnaire* – This is open for Senators through October 26. This should give Senators enough time through Fall Break to have conversations with coworkers and constituents before answering the questions.

Secretary Parish

- *Contact Form Requests* – Reported on issues submitted via the contact form since the last meeting and what action has been taken on each.

Treasurer Spence

- There was \$500 transferred for Veteran's Day from the Agency account, leaving a balance of \$5102.49. No changes in other accounts.
- We have submitted a PO for the polos. Polos were distributed to Senators before and after the meeting.

Parliamentarian Childers

- *No Report*

Committee Reports

Courtesy Committee – Senator Jackson

- *Sympathy* – Meghan Thompson, Jan Bartley, George McKee
- *Congratulations* – Ann Barnett
- *Thinking of You/Get Well* – Dorris Nunn, Dianna Winters

Compensation Committee – Senator Lentz

- *Salary Compensation Proposal* – The committee has been meeting weekly and diligently working on the proposal for SBAC. This document is due to the committee by October 26, should be online by October 29, and the hearing will be November 8. It is in rough draft form right now. Dianna Winters will be formatting the final document.
- *Compensation Survey* – The committee decided earlier in this process to not conduct a survey this fall because it has been so recent since the last one was done. However, they may decide to conduct the survey again in the spring semester.

Football Volunteers Committee – Vice President Osborne

- *Reporting in Andy's absence* – There have been many comments coming to Andy about the comp. time for football games being straight time and not time and a half. This information is before Graham Gillis again now for reconsideration. It was also expressed that there are many volunteers needed and the volunteers aren't coming from UCA staff like it should, which leads him to the question does Senate need to keep this opportunity next year. He also mentioned he thinks the coordinator position should be exempt from working games. This led to much discussion which prompted Senators to want to communicate that these games are our main source of income to provide the programs and projects we do. Various options were considered to maintain the volume of volunteers needed for football games next year. Senators will be provided with their constituent lists before the next regular meeting.

Professional Development Committee – Senator Fincher

- *Update* – The committee received 7 applications for the fall, 5 of which met the guidelines and were offered funding. The committee will meet again this month to discuss full staff development options. They're looking at possibly offering something in December and exploring monthly brown bag professional development opportunities. (See Appendix 3 for full agenda.)

Staff Handbook Committee – President McBrayer

- *Grievance Council* – There has been good response for the grievance council, but there are still spaces for supervisors. If you are or know of someone who is a supervisor that would be a good representative on the grievance council, please let Stephanie know.

Senate Committees with No Report: Angel Bear Tree, Appointments Committee, Basketball Committee, Commencement Committee, Communications Committee, Elections Committee, Employee Recognition Committee, Scholarship Committee, Spring Picnic Committee, Winter Feast Committee

University Committee Reports

Diversity Committee – Senator Kemp

- *Update* – There are some changes being considered currently. These changes can be found in the consultant's recommendations in Appendix 5. Senators Kemp and Fincher (reps.) would appreciate any input from Senate and staff regarding these changes. This can be sent directly to them or through the Staff Senate contact form at <http://uca.edu/staffsenate/contact/>. (See Appendix 4 for full report.)

SPARC, SPC, SBAC – President McBrayer

- The newest change included another objective about scholarly research.

University Committees with No Report: Disabilities Grievance Committee, Employee Benefits Advisory Committee, Information Services Advisory Committee, Affirmative Action Committee, Student Grievance Committee, Housing Exemptions Committee, Sexual Harassment Complaint Committee, UCA Safety Committee, Responsible UCA, SEED Committee, Parking & Traffic Committee, Health & Wellness Promotion Committee, Higher Learning Commission Report Committee, Public Art Committee, Public Appearances Committee, Budget Advisory Committee, Employee Benefits Advisory Committee, Academic Integrity & Discipline Committee, University Calendar Committee, University Image Committee

Old Business

None.

New Business

Parliamentarian Childers made a motion "to accept the fiscal year 12 Strategic Plan progress report." The motion was seconded. After discussion the motion was passed unanimously.

Senator Ozanich made a motion "to endorse the revisions to the University Strategic Plan with the newest objective on scholarly research." The motion was seconded. After discussion the motion was passed unanimously.

Senator Fant made a motion "to endorse the restructuring of the SPARC committee." The motion was seconded. After discussion the motion was passed unanimously.

Good and Welfare

UCA Benefits Fair, October 23 – Senators encouraged to bring candy.

11th Annual Dazzle Daze, November 15-17 – tickets were donated to Senate to give away. People volunteering for the football games will be put in the drawing.

Veteran's Day – The committee would like to organize a blood drive to happen during the celebration. To have the van come out, they need 30 people to pre-register online. This can be done using the Sponsor Code "UCA" at <http://www.redcrossblood.org/>.

A new staff member approached a Senator about having a dedicated room centrally located where staff can eat lunch together. The idea of a staff lounge appealed to many present. The idea was brought up to check into Old Main since it is being remodeled and is very central on campus. This would facilitate conversation among people across campus.

Adjournment

Meeting adjourned at 11:14 a.m. by Pres. McBrayer. The next regular meeting will be October 31, 2012.

Minutes submitted by: Vicki Parish, Secretary

B. Strategic Goals and Objectives, 2012–2017

Following review of the 2011-16 UCA Strategic Plan and conversations with many members of the campus community, the Executive Committee of SPARC unanimously voted to propose the following revisions to the Goals and Objectives of the UCA Strategic Plan. In summary, these revisions:

- ◆ *Consolidate Goals 2 and 3 from the 2011-2016 Strategic Plan into a single Goal 2 for 2012-2017,*
- ◆ *Add a new Goal 3 and four new objectives for 2012-2017 addressing fiscal issues of the university, and*
- ◆ *Move Initiative 3 under Goal 3 from the 2011-2016 Plan to become Objective B under Goal 6 for the 2012-2017 Plan.*

In addition, the SPARC Executive Committee and the Strategic Planning Committee recommend that the terminology for the Strategic Plan become Goal, Objective, Action rather than the previously used Goal, Initiative, Action Step.

Proposed for review by SPARC Executive Committee 2012-09-06. Additional revisions to objectives b and c of Goal 3 were recommended and approved by the UCA Strategic Planning Committee on 2012-09-25. The Council of Deans recommended the addition of Objective G under Goal 3 on 2012-10-03. All revisions contained herein were endorsed by the Faculty Senate on 2012-10-09.

Goal 1: Focus on Integrity at All Levels of Action

- A. Act with transparency at all levels of the University, recognizing that if we don't practice and model integrity, we can't meet our other five goals. With that fact in view,
1. Continue support of faculty/staff/student input into decision-making, thus improving shared governance.
 2. Make decisions based on data, evidence, and appropriateness to the university's vision and mission; make those facts clear so that stakeholders can understand and respect decisions.
 3. Ensure that all units continue to share information in comprehensive and readily accessible ways – up and down the University's administrative chain and also laterally (i.e., across departments and colleges and other units), thereby fostering a campus-wide sense of trust, shared purpose, and high morale.
- B. Make sure that the current SPARC efforts are pursued, assessed, re-evaluated, and part of ongoing dialogue. As current initiatives are accomplished, move others from campus forums into high priority.

Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

- A. Provide a learner-focused environment for all students.
- B. Create a culture of internal assessment through which assertions of excellence are made demonstrable. Each program takes responsibility for meaningfully assessing itself through maintenance of relevant professional and regional accreditation or professional association standards (e.g., NCATE, NCAA), student outcomes, passing and scoring rates on professional qualifying exams (e.g., CPA, teacher accreditation) and exit exams, and through individual college and program strategic planning.
- C. Examine admission, growth, recruitment, and retention policies regarding traditional and non-traditional undergraduate and graduate students in relation to university's mission.
- D. Implement reliable, sustainable, meaningful student evaluations of teaching, as well as peer-to-peer and other forms of teaching/course evaluation that develop growth and trust. Procedures for student evaluations must be developed that produce a high rate of response.
- E. Foster life-long learning by providing faculty and staff with ongoing professional growth opportunities, which require adequate, reliable resources for professional training and participation in conferences and other scholarly meetings.

- F. Become increasingly competitive in recruiting and retaining excellent faculty and staff.
- G. Promote research, scholarship, and creative productivity among faculty, staff, and students.

Goal 3: Develop And Manage The Fiscal Resources Necessary To Provide Ongoing Support For The University's Mission And Strategic Plan.

- A. Financial indicators (Moody's bond rating, Higher Learning Commission ratios, cash reserves, and other monitored financial indicators) will be maintained at or above established target levels.
- B. A plan will be developed and implemented to provide annual funds devoted to cost-of-living, equity, and merit increases to faculty and staff.
- C. Faculty, staff, and student research and development funds will be established or augmented to provide sufficient annual funding for travel, development, and research support.
- D. Increases will occur in extramural funding by 42% (from \$6 million to \$8.5 million) and new private gifts and pledges by 62% (from \$4.32 million to \$7 million) by 2017.

Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

- A. Develop a comprehensive, centralized strategic plan for Information Technology. This plan should establish a coherent, dependable roadmap for infrastructure and equipment upgrades across campus, including workstation computers and software, faculty and staff computers, and equipment specific to programs, such as lab equipment, video cameras, lighting, stage equipment, art supplies, musical instruments, etc.

Goal 5: Increase Engagement with External Partners

- A. Serve the public and UCA's students by partnering with schools, businesses, industries, foundations, and government agencies in enhancing awareness, knowledge, understanding, and application of relevant disciplines.
- B. Strengthen communication, coordination, and prioritization of fundraising efforts and needs across campus.

Goal 6: Promote Diversity in All Areas

- A. Increase gender and racial diversity as highest priorities, but seek also socioeconomic, ethnic, linguistic, cognitive, intellectual, and age diversity in student, staff, and faculty populations.
- B. Enrich global-oriented learning environment.

UNIVERSITY OF CENTRAL ARKANSAS
BOARD POLICY

Policy Number: 521

Subject: Staff Grievance Procedure

Date Adopted: 12/91 Revised: 05/94, 08/95, ###/##

1. Purpose:

A grievance procedure is established to provide employees with a prompt review, impartial consideration and an equitable disposition of their grievances. Any employee who presents a grievance or complaint in good faith and in a reasonable manner shall be free from restraint, interference, discrimination or reprisal.

This procedure is intended to encourage employees to discuss problems with their supervisors, thereby providing a basis to talk over matters of mutual interest, to explain, to reach agreement, to make adjustments if necessary, and to foster better understanding between employees and supervisors.

2. Policy:

It is the policy of this institution that all employees be given the opportunity, through established steps and procedures, to resolve in a timely manner complaints or grievances which they believe adversely affect their employment or working conditions.

It also is university policy that reasonable efforts be made to settle complaints or grievances as quickly as possible. Direct contact on a one-to-one basis between supervisor and employee is encouraged and the grievance procedure is not intended, nor will it be allowed to become a barrier to the supervisor/employee relationship.

Employees should submit only grievances made in good faith, expressed in reasonable terms, containing causes for the grievance, corrective action desired and sufficient information upon which decisions can be based.

Access to this procedure does not create any expectation of continued employment, but provides an avenue of review and resolution of internal situations.

3. Definitions:

- a. EMPLOYEE - an individual who is a full-time employee who occupies a regular salaried position and who works a minimum of 1000 hours per year. This policy shall not apply to employees who are on initial new hire probationary status **or employees who are terminated upon thirty (30) days written notice.**
- b. GRIEVANCE - a complaint by an employee regarding an adverse impact on his or her employment; including, but not limited to, annual leave, sick leave, compensatory time, ~~dismissal~~, suspension, promotion, demotion, disciplinary actions, discrimination or any other work-related problem except compensation and conditions which are beyond the control of agency management or are mandated by law. A grievance must contain a statement in ordinary and concise language of facts showing that the council has jurisdiction of the claim and that the grievant is entitled to relief.

- c. RESPONDENT(S) - person or persons against whom the grievance petition is filed.
- d. GRIEVANCE OFFICER - Director of Affirmative Action.
- e. STAFF GRIEVANCE COUNCIL POOL OF CANDIDATES - a pool of 25 candidates selected by the Staff Senate, 10 of which must hold administrative or managerial positions, with responsibilities that include hiring and evaluating personnel, by January 31 and by July 31 of each year;
- f. STAFF GRIEVANCE COUNCIL - An ad hoc council appointed to review the grievance petition, determine whether to hear the grievance, and issue a recommendation thereon to the university president.
- g. WORKING DAY – any day that the University is open for business.

4. Procedure:

The entire grievance procedure shall be completed within **thirty (30)** ~~sixty (60)~~ working days after the employee files a written grievance, unless ~~an extension is agreed to by~~ all parties involved **agree to an extension**.

It is recognized that supervisors and employees have frequent discussions of work-related problems or disagreements. These candid conversations are generally healthy and helpful to both participants and this grievance procedure is not intended to inhibit these exchanges. Before filing a written grievance, an employee is encouraged to discuss with his or her immediate supervisor the employee's problem in order to reach a satisfactory solution to the problem.

Under special circumstances, the grievance officer has the authority to modify, waive or otherwise change the grievance procedure in order to fulfill the intent of the procedure, provided such modification, waiver, or change is agreed to by the respondent(s) and the grievant. The grievance officer shall prepare a statement stating the justification for, and the details of, any variation from the stated procedure and obtain signatures of the respondent(s) and the grievant.

The grievance process shall be confidential. The records of the grievance shall be maintained in a separate case file and shall not become a part of the employee's personnel file.

a. Step 1:

To initiate this grievance procedure, the grievant must secure a "Staff Grievance Petition" from the ~~director of personnel~~ **Associate Vice President of Human Resources or the Human Resources website** and submit the completed grievance petition in writing to the immediate supervisor within **three (3)** ~~seven (7)~~ working days of the occurrence of the grievable matter. The grievant shall also send a copy of the grievance to the grievance officer and to the respondent(s), if different from the immediate supervisor.

The immediate supervisor will arrange for a meeting between the grievant and the immediate supervisor to be held within **two (2)** ~~three (3)~~ working days from the time the supervisor received the given petition. The supervisor shall submit a written response to the grievant, with a copy to the grievance officer, within **one (1)** ~~two (2)~~ working days after the conclusion of the meeting. If the immediate supervisor is unavailable, the next supervisor in the chain of command shall be substituted, unless all parties agree to a brief extension and approval of the extension is obtained from the appropriate vice president(s).

b. Step 2:

If the grievant is not satisfied with the results of Step 1, the grievant will have ~~two (2)~~ **one (1)** working days (after written statement received) in which to submit a copy of the original grievance petition, the supervisor response and a written statement to the next higher level of management stating the reasons for the dissatisfaction (with a copy to the grievance officer). The next higher level of management shall meet with the employee within ~~three (3)~~ **two (2)** working days after receiving the grievant's written statement. The manager will submit a response in writing to the grievant, with a copy to the grievance officer, within ~~two (2)~~ **one (1)** working days after the conclusion of the meeting. If the manager in question is unavailable, the next supervisor in the chain of command shall be substituted unless all parties agree to a brief extension of time and the extension is approved by the appropriate vice president(s).

c. Step 3:

If the individual hearing the grievance at Step 2 is not the vice president of the division in which the grievant is employed, the grievant, if not satisfied with the response rendered at Step 2, will have ~~two (2)~~ **one (1)** working days from ~~the~~ **the** date ~~the~~ written response is received to submit a written request for a meeting with the vice president. The vice president shall arrange for such a meeting within ~~three (3)~~ **two (2)** working days from the receipt of the request. If the vice president is unavailable, the parties may agree to a brief extension of time, or the vice president may designate someone to act on his or her behalf. The vice president may require the grievant to set forth the nature of the dissatisfaction with the response in the previous steps, in writing, prior to the meeting. The vice president shall submit a response in writing to the grievant, the grievance officer and to each subordinate manager involved within ~~two (2)~~ **one (1)** working days following the conclusion of the meeting.

d. Step 4:

If not satisfied with the results of Step 3, the grievant shall have ~~two (2)~~ **one (1)** working days to submit a written request to the grievance officer for a hearing before the Ad Hoc Grievance Council. The grievance officer will submit the matter to the Ad Hoc Grievance Council and the respondent(s) within ~~five (5)~~ **three (3)** working days after receiving the grievant's written request for a hearing by the council. The respondent(s) will submit a written response to the grievant's vice president within ~~two (2)~~ **one (1)** working days after receiving notification that the matter has been submitted to the council.

- i. The ad hoc council shall consist of the following members, all of whom shall be full-time employees of the university:
- five staff personnel chosen at random by the grievance officer, president and president-elect of the Staff Senate from the Staff Grievance Council pool of candidates selected by the staff senate; at least two of the members must hold administrative or managerial positions with responsibilities that include hiring and evaluating personnel;
 - one chair person, appointed by the president, who shall be non-voting;
 - the grievance officer and the **Associate Vice President for Human Resources** ~~director of personnel~~, who shall be non-voting and serve only in an advisory capacity.

No member of the ad hoc council shall be an employee of the grievant's or respondent's work unit or office, nor shall any member be a supervisor or manager to whom the grievant or respondent reports in the conduct of his ~~or her~~ **or her** usual work ~~duties~~ **duties** ~~affairs~~. No employee may serve as a council member in

connection with any grievance in which such employee may have a personal involvement, a conflict of interest, or the appearance of a conflict of interest.

The council acts as a body and not as individual members. The council shall not discuss the case outside the grievance hearings and their own deliberations. Individual council members shall not collect evidence or receive any other documents or information relevant to the case. All such items must be presented to the council acting as a body or to the grievance officer.

- ii. The grievance officer shall ensure that all appointments to the council are completed within **three (3)** ~~five (5)~~ working days from the receipt of the grievant's written request.
- iii. The council will receive a charge of its responsibilities from the President. Five of the six members present shall constitute a quorum for transaction of business. Decision **s** must be reached by a majority vote with the number of yes, no, and abstention votes being recorded without designating the person who cast each vote.
- iv. The council shall review the grievant's original written petition and all documents generated by the grievant and the managers at Steps 1, 2, and 3. The respondent(s), if different from the managers, shall submit a response to the grievance. The vice president will be responsible for submitting these materials to the grievance officer for transmission to the council.
- v. Should the council find that the petition does not state good cause for a grievance, or is otherwise outside the council's jurisdiction, the grievance shall be dismissed.
- vi. If the grievance is not dismissed, the council shall hear from the grievant, the grievant's supervisor, the managers who heard the case at Steps 2 and 3, the respondent (if different), and any other persons having relevant information regarding the subject matter of the grievance. The council shall solicit any other evidence it deems appropriate. Any and all oral testimony, witnesses and documentary evidence that the council determines to be necessary and relevant to make a proper determination shall be accepted. All responsibilities for questioning witnesses, securing evidence and determining the order of proof shall be vested in the council. The hearing shall be recorded, and the **recording** ~~tape~~ shall become a part of the case file. Council deliberations shall not be recorded, but the council shall state its findings in the written recommendation to the president.
- vii. Strict judicial rules of evidence shall not be applied. The council may receive all evidence that it determines to be relevant and material to the issues before the council.
- viii. The right of the grievant and the respondent(s) to be present at all testimony and review all evidence presented is guaranteed. The grievant and the respondent(s) shall not have the right to cross-examine witnesses.
- ix. The grievant and the respondent(s) may be accompanied by an advisor or attorney, but this person shall only be allowed to function in an advisory capacity. The grievant and the respondent(s) personally shall make all requests, presentations and responses to questions. The university counsel may also be present but shall act only in an advisory capacity to the council.
- x. A final written report of the findings and recommendations of the council shall be presented to the president within **twenty-five (25)** ~~forty-five~~ working days from the initial filing of the petition, unless an extension is agreed to by all parties involved. A copy of the council's recommendations shall be sent to the grievant, the respondent(s), the grievant's immediate supervisor (if different), and appropriate vice

president(s) (if different).

- xi. The president shall make the final decision after considering the recommendation of the council. The president shall inform the grievant, the respondent(s), the grievant's immediate supervisor (if different), and appropriate vice president(s) (if different) in writing of a decision within **five (5)** ~~fifteen~~ working days from the date of receipt of the recommendation from the council.

5. Documentation:

All documentation relating to an employee grievance shall be maintained by the grievance officer. No information relating to the grievance shall become a part of any employee's permanent personnel record. However, such records shall be maintained in hard copy for at least five (5) years.

Staff Senate Committee Name

Professional Development Committee

Date of Meeting

09/24/2012

Roll Call: Senators Present (please indicate if any voted via email)

John Fincher, Tricia Smith, Chad Hearne, Stephanie McBrayer, Meghan Thompson, Erica Ruble, Charlotte Strickland

New Business

Evaluation and deliberation on Fall 2012 professional development applications.

We received 7 total applications and 5 were found to meet the guidelines for funding.

Awards:

Kimberly McKee, \$100

Karen Dawson, \$250

Thomas Bruick, \$600

Vickie Wyeth, \$300

Marilyn Osborne, \$500

All eligible applications were awarded some amount, while 3 were fully funded.

Old Business

Continued discussion on the following topics:

- Small monthly workshops or "brown bags".
- Large campus-wide speaker each semester
- Options for this speaker

- Possibility of using StrengthsQuest with staff

No action was taken on these items.

Our meeting ran 20 minutes overtime and the decision to continue these discussion through email was made.

Next Meeting:

October 29th, SHC 307, 2:00

Submitted by:

John Fincher

Email

Jfincher@uca.edu

I need to address Staff Senate at our next regular meeting.

- Yes

Staff Senate Committee Name	Diversity Committee
Date of Meeting	10/04/2012
Roll Call: Senators Present (please indicate if any voted via email)	Denicha Kemp and John Fincher
New Business	<p>John Fincher brought a concern from a LGBT staff member regarding the University providing benefits to partners of gay/lesbian couples. This is against state law and therefore the University is not allowed to provide benefits. The following motion by Victor Green and a second by Price Dooley was unanimously approved by the committee:</p> <p>As a body, when complaints are voiced to this committee, and it is determined that proper protocol has been followed, the committee will make a determination if the complaint should be placed on the committee's agenda. The following motion by Price Dooley and seconded was unanimously approved by the committee:</p> <p>The committee adopts the language in Board Policy No. 502 – "Diversity; Diversity Advisory Committee", verbatim as the committee's definition of diversity:</p> <p>"We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective."</p> <p>The committee requested that Chairman Sepulveda obtain the following reports from Institutional Research:</p> <ul style="list-style-type: none"> • Demographics for faculty/staff/students • Demographics for adjunct positions <p>The following motion by Xavier Wynn and a second by Maurice Lee was unanimously approved by the committee:</p> <p>Each committee member will bring a list of recommendations that the committee can review.</p> <p>The following motion by Denicha Kemp and a second by Jovana Ilic was unanimously approved by the committee:</p> <p>The next committee meeting will be at 3:00 p.m., Sunday, October 21, in Wingo Hall, room 210.</p>
Old Business	None
Next Meeting:	Sunday, October 21, in Wingo Hall, room 210.
Submitted by:	jfincher
Email	jfincher@uca.edu

2011 Diversity Assessment, Campus Visit: 31 October - 1 November 2011

Prepared by: Dr. Jason F. Kirksey, Associate Vice President for Institutional Diversity, Oklahoma State University

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INTRODUCTION

Purpose

At the request of the administration at the University of Central Arkansas (UCA) I conducted a two-day site visit in an effort to assess the campus environment and to make recommendations about the creation of an executive-level Division focused on diversity. During this visit a number of meetings were held between myself and UCA administrators, faculty, staff, and students (See Appendix A). The purpose of these meetings was to provide an opportunity to learn about the various ideas and opinions of the campus community and assist in my overall assessment of diversity at UCA.

Campus Description

UCA is a public institution located in Conway, Arkansas, which is a suburban community to Little Rock. The University has a Fall 2011 enrollment of slightly more than 11,000 students, of which 79% are full-time. UCA offers the opportunity to earn a high-quality education at a moderate price. Resident tuition and fees for a full-time student costs approximately \$7,200. Non-resident full-time tuition and fees average approximately \$13,000. UCA is ranked as the 54th best regional universities in the South in the 2012 Best Colleges edition of *U.S. News and World Report*. UCA is well positioned to achieve a significant increase in enrollment over the next decade, particularly among its diverse student populations. Given UCA's status in the state and region, cultivating a strong and sincere commitment to promoting a campus community that is socially, culturally, and globally competent will undoubtedly help facilitate its future enrollment growth patterns. UCA appears to have begun preparing for the increase in Latino students over the next several years. The University has hosted a prominent Latino soccer tournament for the state over the past couple of years. These types of inroads into the emerging Latino community in Arkansas, as well as printing University materials in Spanish demonstrate evidence of UCA's growing commitment to diversity.

DIVERSITY ASSESSMENT

Campus Visit

After meeting with a wide section of the UCA campus community, including administration, faculty, staff, and students there appears to be a significant amount of enthusiasm and support for the creation of a Division focused on diversity. Consequently, I would very strongly recommend that UCA establish an executive-level Division focused on supporting and advancing the values of diversity, inclusion, and community engagement. The primary mission of this Division should be to promote, support, and initiate University policies, programs, and events aimed at cultivating a campus community that is open, welcoming, accessible, accommodating, and respectful. *Administration*. During my campus visit I met with President Tom Courtway and most of his executive team. I am certainly encouraged by President Courtway's enthusiasm to cultivate and strengthen the University's commitment to diversity. The University is fortunate to have such a committed, competent, and caring leader who has a genuine affinity for UCA and its current and future well-being and success. All of the members of the UCA administrative team that I visited with, either individually or collectively, expressed a desire to increase the level of diversity that exists on campus. The UCA administration can validate its verbal commitment to diversity by adequately funding, staffing, and supporting an executive-level Division focused on diversity. This is a key opportunity area for UCA to advance as an institution.

Currently there is very little diversity among the individual members of the UCA administration. Only a single Vice President appears to be of color among President Courtway's executive team. Similarly, only one of the academic deans at UCA appears to be of color. While varying levels of gender diversity is present in the UCA administration, I would encourage increased targeted recruitment efforts to further diversify the University's leadership team as future vacancies become available. In the interim I would encourage establishing an internal leadership pipeline program to develop current diverse faculty and staff who appear to demonstrate the potential to become future members of the UCA administrative team. This is an additional opportunity area for the future advancement of UCA.

Faculty and Staff. Improving the level of diversity among the UCA faculty is an area where the administration should devote significant attention and resources. Currently less than 10% of UCA faculty members are of color. This was a primary concern for a significant number of the individuals I talked with at UCA. Increasing targeted recruitment and hiring efforts is one option that I would recommend the UCA administration consider to immediately address this issue. Another option for the University to improve this problem in the near future is to identify, support, and cultivate some of its own graduates to become UCA faculty members. While this is not an ideal solution and often times even criticized by the broader academic community, it is becoming quite common in these types of situations.

The UCA faculty and staff representatives with whom I met during my campus visit clearly expressed a desire for increased diversity on campus, and particularly among its full-time faculty. One of the most commonly expressed

concerns of the faculty and staff representatives regarding diversity at UCA was the sincerity of the upper administration's commitment. Quite often faculty and staff representatives either explicitly expressed their lack of confidence in the UCA administration's commitment to diversity or exhibited facial expressions or body language consistent with this belief. I would encourage the creation of a University Diversity Council consisting of a broad representation of UCA faculty and staff representatives and members of the University leadership, not just the Vice President for Diversity. This Council would at least offer the opportunity for continuous discussions that will potentially alleviate the concerns regarding the administration's commitment to diversity.

Many of the faculty with whom I met, especially the group that contained mostly Department Heads, expressed concern over the ability to offer competitive salaries to faculty of color. While this is likely a structural constraint for which there is minimal flexibility to change, I would encourage the University, and particularly academic colleges and departments identify ways to make UCA attractive beyond the salary offer. This undoubtedly requires a willingness to be innovative in developing offers that subsequently become competitive. For example, offering new faculty a one-time relocating expense, which saves the out-of-pocket moving costs to that individual, and in fact serves as a proxy for a one-time salary additive, can improve the competitiveness of an offer. Also, offering a one-time, above average start-up incentive package (e.g., a funded research assistant for the first year at UCA, additional travel funds over the Departmental average for the first couple of years, enhanced technology package [desktop, laptop, iPad2, etc.] can sometimes improve the attractiveness of an offer. I would also encourage providing an opportunity for diverse faculty candidates to meet, at least briefly, with the UCA President in his office. Such a meeting has the potential to send a significant message regarding UCA's commitment to diversity. Other areas to enhance the competitiveness of faculty offers to diverse candidates include reduced teaching loads or perhaps no teaching load for at least the first semester or maybe the entire year. Providing diverse faculty with an uninterrupted opportunity to hone their research agenda and productivity is certainly in the long-term interests of UCA. Also, offering an accelerated reappoint or tenure clock for prospective faculty with a well-established research agenda and record of productivity can help make UCA an attractive option. I would encourage UCA faculty and administrators to be innovative in identifying academic incentives that will potentially attract more diverse faculty to the University.

Finally, in an effort to attract diverse faculty in the absence of a competitive salary I would simply encourage "selling" the University and the Conway community. A recent bond issue on education that received an 80% approval vote sends a nice message to a prospective faculty member regarding the importance of education to the larger community and not just UCA. The UCA campus is beautiful, and so encouraging prospective faculty to imagine how nice it would be to teach and conduct research in such a delightful environment may be beneficial in the overall effort to recruit diverse faculty. The University's proximity to Little Rock can also serve as an important factor for prospective faculty of color. *Students.* I had the opportunity to meet with two groups of UCA students during my visit. I had lunch with the members of the SGA Diversity Committee and the SGA President. While the students were enjoyable to visit with I was immediately concerned by the fact that on a campus where approximately one-sixth of both the undergraduate and graduate full-time student population is African American that there were none on this committee. Although the students expressed a desire to see increased levels of diversity on the UCA campus, their concerns appeared to focus primarily on International students. It is certainly possible for majority students to raise and support concerns of its diverse student population, however, it is unlikely that these students can know or feel what students of color experience as minorities on the UCA campus. For this reason I would strongly recommend that the SGA Diversity Committee be expanded to include at least one African American undergraduate and graduate student in an effort to ensure that broad perspectives are considered

in the decisions reached by this group. Providing adequate opportunities for students of color, African Americans in particular on the UCA campus, to not only feel, but to actually have, a sense of empowerment is essential for the effectiveness and ultimate success of campus diversity programs and initiatives at UCA.

The second group of students with whom I met was the result of a suggestion provided by several of the UCA staff members with whom I talked with during my visit. All of the students in the second group were African American undergraduates. These students were assembled in somewhat of an ad hoc manner at the end of my campus visit, however, it was beneficial to my overall assessment of UCA. These students expressed a general sense of feeling excluded in many of the decisions relating to the UCA student body. One student who made an extra effort to walk with me back to the office from which I was to depart the campus to ensure that I was made aware of how African American students feel about their experiences at UCA. The student was quite thoughtful and articulate in their expression of the general concerns of African American students at UCA and I was very impressed. The student was identified to me by a staff member as a campus leader and an advocate for African American students at UCA. I would encourage the University administration to arrange a forum of campus student leaders to meet with UCA administrators to discuss broadly their concerns regarding the issue of diversity, and more specifically race relations on the campus. Providing such an opportunity for all of the students to express their concerns directly to the University administration will certainly be in the long-term interest of UCA.

Existing Diversity Plans At UCA. I was provided the Diversity Plan for each of the academic Colleges at UCA during my visit. There was wide variation in the strategies and goals to achieve diversity identified in the College plans. Most of the plans contained several of the important elements necessary to cultivate and enhance diversity across the University,

especially improving the diversity among the UCA faculty. For example, all of the plans identified a goal of recruiting diverse faculty. While no timeframe was identified, both the College of Fine Arts and Communication the College of Health and Behavioral Sciences appeared to propose the most aggressive diverse faculty hiring goal of the Colleges at UCA. Given the very low numbers of diverse faculty currently at UCA I would recommend that the administration not limit its hiring efforts to only when a vacant position exist, but instead to be aggressive in identifying diverse opportunity hires whenever they become available. The proposed “floating” Visiting Instructor line in the College of Liberal Arts is a good idea. Such a position will offer the opportunity for both potential diverse faculty hires, as well as the College to get a sense of satisfaction with each other. In addition to focusing on creating hiring opportunities, I would strongly encourage the Colleges and UCA administration develop some strategies for the retention of diverse faculty, especially new hires, otherwise the University runs the risk of a creating “revolving door” result for its diverse hiring efforts.

Overall many of the policies, programs, and initiatives produced in the various College Diversity Plans, once implemented, will significantly help transform UCA into a more competitive and progressive institution. In an effort to ensure that the ideas generated within these plans have an opportunity to be applied broadly to UCA’s diversity efforts I would encourage establishing a university-wide Diversity Council to provide ongoing recommendations to President Courtway and the UCA administration. Once the new Division on diversity is established I would suggest that this Council report its recommendations to the VP for diversity. This Council should consist of some of the members of the College committees who developed the various Diversity Plans, as well as other staff, faculty, and students deemed appropriate by UCA administrators.

RECOMMENDATIONS

Best Practices for Diversity in Higher Education

Making diversity a priority at UCA embeds a commitment to the broader and more detailed understanding of what the University’s graduates need in order to not only compete, but to be successful in a global society. Cementing diversity as a core value on the UCA campus equips all members of the campus community with the tools necessary to fully acknowledge, understand, respect, and value the unique contributions that individuals provide to the overall value of the University, regardless of their role within the System.

UCA’s commitment to diversity must be long-term and should embrace the “Best Practices” for diversity in higher education. Among these practices are top-level administrative (e.g., President) commitments to diversity, the integration of diversity into the institutional culture (e.g., Strategic Plan), a transparent and systematic accounting of the progress in the area of diversity (e.g., a Diversity Ledger), and incentives to increase diversity throughout all levels of the institution (e.g., funds for targeted faculty recruitment and retention efforts, diverse student recruitment and retention programs,¹ etc.). It is important for UCA to advertise that it is committed to diversity. I would encourage that the webpages for both President Courtway’s and Provost Grahm’s offices include a statement relevant to the University’s commitment to diversity. I would also recommend that the Divisions of Enrollment Management and Student Services each create a “Welcome from the Vice President” page that incorporates an explicit statement regarding a commitment to diversity in these two

areas. All of the diversity statements across the various Divisions, Offices, and Units should be internally consistent and be in congruence with what is included in the UCA Mission Statement and the 2010 Strategic Plan.

Establishing a Diversity-focused Division

Vice President and Chief Diversity Officer. The Vice President appointed to lead this new Division needs to be a direct report to the UCA President. This executive-level position would be primarily responsible for guiding the diversity efforts, including new programs, policies, and initiatives for UCA. As the Chief Diversity Officer, this individual will need to work collaboratively with UCA administrators and college deans, the Faculty Senate, and other key campus personnel to infuse elements of diversity into curriculum and cocurricular programs, initiatives, and activities throughout the University. This position also needs to establish, cultivate, and strengthen relationships with corporate and community partners, as well as diverse alumni organizations. Finally, it should be noted that establishing a Chief Diversity Officer is designed to facilitate UCA’s progress in this area, however, this position or Division should not be expected to have a “monopoly” on all things related to diversity, especially those related to race, ethnicity, and gender. Similar to all other UCA Vice Presidents, the Chief Diversity Officer needs to be recognized as a University leader and a resource, but not expected to have the sole responsibility for improving the campus environment as it relates to diversity and inclusion.

The individual appointed to this position needs to be someone who is recognizable to the campus community, and is respected by the faculty. Faculty “buy-in” is important for the effectiveness and overall success of this position and subsequently the University’s diversity efforts. I would recommend an individual who has extensive

¹ I would encourage UCA administrators to read the recently released Joint Guidance on Postsecondary Institutions for Achieving Diversity. The complete text is available at:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201111.html>.

knowledge of UCA, particularly regarding its past and present initiatives, programs, and policies related to diversity. Appointing an individual with these attributes significantly lessens, if not eliminates, the time typically required to learn and assess the campus climate.

Based on my numerous conversations and professional observations while visiting the UCA campus, as well as examining diversity-related data for University faculty, student enrollment, retention, and graduation rates it is apparent that a number of opportunities for progress exist. This newly created Division will play an integral role in UCA's future development.

Budget. It is essential that the office of the Vice President be provided with a budget to effectively sponsor or support campus and community programs, events, and initiatives. A sufficient budgetary allocation is critical for the success of the Division and ultimately UCA's diversity efforts. Among public Big XII universities with a diversity office, the average budget allocation is between 1-2% of the university's total budget to this area. While I would encourage the UCA administration to rely on this as a general rule for the initial budgetary allocation for this office, I would recommend that a detailed assessment occur to determine an appropriate level for the University.

In addition to a salary account, at least three separate accounts should be initially established in the budget for the office of the Vice President. The first account is a general maintenance account that can also be used to support Division-related travel, as well as professional and leadership development workshops and activities for members of the Division. The second account needs to be programming account, which will be allocated primarily for sponsoring or supporting UCA student organization programs, events, and activities. The funds for this account should also be used to support community engagement programs and activities. Finally, I would recommend the establishment of a foundation or unrestricted funds account. These funds will enable the Vice President to establish memberships for UCA with key community-based affinity organizations (e.g., Urban League, Hispanic Chamber of Commerce, Arkansas-Mississippi Minority Supplier Development Council, etc.). Developing these relationships will positively impact external, as well as internal perceptions regarding the University's commitment to diversity.

Office Location. The office for this new executive-level Vice President should be physically located in the UCA administration building. If the administration building is not a possibility, the office needs to be centrally located on the campus such that it is accessible and easily recognizable to the UCA students, faculty, and staff. The physical office space needs to be large enough to either contain a conference area or in close proximity to such a space. Finally, a full-time executive administrative assistant should be housed either within the office suite or in the immediate area. As I mentioned at the end of my campus visit, my recommendation would be to initially look internally to identify the Vice President for this new Division focused on diversity. I would encourage assessing potential candidates from the level of Dean and higher for this

position. I would not recommend considering faculty primarily due to the lack of supervisory experience, which is an integral component of the task of providing strong and effective leadership in this area.

Individuals who have served as a Dean or higher will have theoretically developed at least some of the characteristics and skills necessary to be an effective leader of an executive-level Division. In my opinion there are at least two current UCA administrators who should be given consideration for this position. The individual appointed to serve as Vice President for this new Division should have a good relationship with students, staff, faculty, and administrators on the UCA campus.

The existence of such relationships, as well as a comprehensive knowledge of the University, will provide a significant advantage over an external candidate coming into this position. This individual appointed as Vice President should have the respect of the UCA administration, faculty, students, and staff as well as be recognized as a campus leader. It would also serve the position and the University very well if the

individual selected is at least perceived as a respected member of the Conway community. Identifying an individual with most, if not all of these characteristics, will not only provide what I believe to be the best fit for this newly established position, but will also be in the best interest of the future growth of UCA.

Division Organizational Structure

I would recommend that the Division include several offices and units that currently exist on campus. Three offices or units currently organized under the Division of Student Affairs: Multicultural Student Services; Disability Support Services; and Diversity Education should be organized as individual departments or units under the newly formed Division. The rationale for the reorganization of these offices is easily recognizable, and would effectively promote the mission of this Division while simultaneously enhancing the University's overall mission.

Office of Multicultural Student Services. The Office of Multicultural Student Services at UCA is an area where the University has a very good opportunity to significantly strengthen its commitment to diversity and inclusion, as well as improve the recruitment, retention, and graduation rates of students of color. In visiting with the existing staff of the Office of Multicultural Student Services it is apparent that

this area is woefully understaffed and in need of a substantially larger office space. It was quite surprising to hear the number of students that are being served by this area. The staff, while incredibly resourceful, needs a significant increase in financial support and personnel. The office currently consists of two individuals, a full-time Director and a part-time administrative assistant. According to the Fall 2011 enrollment data that were provided to me, approximately 25% of the enrolled undergraduates at UCA are of color (1,872).² While the Office of Multicultural Student Services does not work with all of these students, an office of two staff members, one of which is part-time, is

certainly incapable of effectively addressing the needs of even a reasonable portion of its targeted population. The Office of Multicultural Student Services plays a pivotal role in fulfilling UCA's commitment to diversity and inclusion within its student population. Currently the office offers a well developed, and effective retention and mentoring program. Given the alarming four and six-year UCA graduation rates among its undergraduate students of color, especially African Americans (7.1% and 25.5%,

respectively), I would recommend providing additional resources, including personnel to broaden the reach of this program. This office also offers the Umoja Institute, which focuses on getting students acclimated to life on the UCA campus, as well as developing academic skills necessary to succeed at the University. Providing additional resources and personnel to the Office of Multicultural Student Services will enable the Umoja Institute to significantly increase the number of students served by this program well beyond its current 20-30 and will certainly increase first-year retention rates for the participants. Finally, the Office also provides a couple of additional targeted programs, including Safe Zone training for the campus, as well as working with several umbrella organizations (e.g., Society for the Promulgation of

Black Culture, NAACP, etc.). The Office of Multicultural Student Services at UCA needs a full-time administrative assistant to effectively and efficiently coordinate the number of programs, events, and, services it provides to the UCA campus. The Office also needs at least two additional full-time staff to serve as affinity group coordinators to adequately serve the diverse student population at UCA. One of these coordinators should be committed to developing and implementing additional programs focused on recruiting, retaining, and graduating a substantially higher percentage of African American students at UCA. During my campus visit several staff and administrators mentioned that UCA continues to be the "college of choice" for African American students across the state. The University's commitment to grow and strengthen the effectiveness of the Office of Multicultural Students Services will not only enhance UCA's reputation within the state, but will also make the campus a more attractive regional, and possibly national, option for African American students.

Office of Disability Support Services. Reorganizing the Office of Disability Support Services within the newly formed Division captures an element of diversity and inclusion that often gets excluded. Ensuring that UCA students, staff, and faculty with mental or physical disabilities are provided with a welcoming, accessible, respectful, and accommodating campus community is essential to the overall success of the University. The values of diversity and inclusiveness encompass more than the dimensions of race, ethnicity, and gender, and housing this Office within this newly formed Division sends an important message to the UCA community.

While I did not meet with the staff of the Office of Disability Support Services, my review of its website leads me to believe that it is adequately staffed for a campus the size of UCA. Based on the Office structure, as well as the total number of employees, I would certainly presume that the University is in full compliance with the educational regulations established in the Americans with Disabilities Act, and no additional personnel are necessary for this area. The Office has a Director, two Coordinators, and an Office Manager, all of which I assume are full-time. The Office Manager supervises a student worker and 18 graduate assistants. Incorporating this Office into UCA's diversity efforts will strengthen the overall commitment of the University.

Office of Affirmative Action. The Office of Affirmative Action should be reorganized under the new Division. I would recommend that the Office of Affirmative Action and Human Resources have separate reporting lines and be independent of each other. While there is, and should be, a substantial level of collaboration between these offices, UCA staff, and especially faculty members, need to feel a sense of comfort and legitimacy when reporting allegations of harassment and discrimination. As long as the Office of Affirmative Action and Human Resources continue to share the same reporting line UCA staff and faculty will continue to be reluctant to file harassment and discrimination complaints. The fact that these two offices report directly to the Office of the President provides an additional explanation for the low number of complaints for a campus the size of UCA. Locating the Office of Affirmative Action under the newly formed Division will certainly mitigate some of the current issues influencing harassment and discrimination complaints by UCA faculty and staff.

Reorganizing the Office of Affirmative Action under the new Division will provide the opportunity to appoint a Director who will have the skills and experience to effectively and efficiently conduct comprehensive and detailed investigations when complaints are filed with the office. To further refine the Director's investigative skills, I would recommend that the newly appointed Director attend the Professional Development Training Institute offered by the American Association of Affirmative Action. 3 Establishing a professional, consistent, and timely investigation process in accordance with investigative best practices will undoubtedly strengthen the internal confidence and legitimacy of the Office. UCA staff and faculty will certainly feel a greater sense of empowerment, as well as loyalty, once it becomes apparent that the University administration is committed to creating and maintaining a work environment for all of its employees that is free of harassment and discrimination. The Director of Affirmative Action will also be able to coordinate and maintain a clear and consistent record of the University's annual federally mandated Affirmative Action Plan, pursuant to Executive 2 I have included African Americans, American Indians, Asian Americans, Hispanic/Latino, Pacific Islanders, and students identified as biracial or multiracial (Two or More Races) in the students of color number.

Order 11246. Due to the perceived lack of transparency with the previous Affirmative Action Plans, and recent significant changes in federal requirements, I would recommend that the new Director undertake an exhaustive review of UCA's federally mandated Affirmative Action Plan, to ensure it is consistent with the requirements of Executive Order 11246, Section 504 of the Rehabilitation Act, and the Vietnam Era Veterans Readjustment Assistance Act. 4 The Professional Development Training Institute, referenced above, includes classes in these areas as well. I would also recommend that the University's Diversity Education program be offered through the Office of Affirmative Action. Including UCA's Diversity Education unit within this Office lends a proactive nature to the University's affirmative action efforts, and compliance concerns. This structure provides the University the opportunity to offer a wide range of workshops (e.g., Respect for Diversity, Gender Discrimination, Sexual Harassment, Disability Etiquette, etc.) to UCA staff and faculty on a consistent and continuous basis rather than covering a single topic annually, which will likely be necessary to assure compliance with recent Department of Education guidance requiring sexual harassment training, among other items. 5 These workshops will work to create, maintain, and strengthen the existence of a campus environment that is open, welcoming, accessible, accommodating, and respectful. Such an environment will enhance UCA's ability and opportunities to recruit and retain students, faculty, and staff, especially those who are diverse. Additionally, I would recommend establishing at least a part-time, but preferably a full-time, staff position to focus on diverse faculty recruitment and retention efforts at UCA. Currently, less than ten percent (7.2%) of UCA's full-time faculty members are of color. A similar, but slightly smaller, percentage (6.9%) of UCA's part-time faculty members are of color.

Establishing a position devoted to the recruitment and retention of diverse faculty will provide an additional opportunity for UCA to strengthen its commitment to diversity. In addition to targeted recruitment efforts such as attending the annual Southern Regional Education Board Institute on Teaching and Mentoring/Compact on Faculty Diversity, 6 the individual in this position should develop and present Hiring Committee Workshops. These workshops will assist faculty committees on ways to broaden their applicant pools, as well as provide additional outreach recommendations such as contacting Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges with position announcements. I would also recommend that the individual in this position develop and maintain a Vita Bank for diverse faculty applicants. Finally, this position also needs to be responsible for coordinating activities focused on "anchoring" diverse faculty (e.g., faculty development workshops, an annual welcome reception for diverse faculty, etc.). I would recommend that at least 2-3 faculty development workshops be offered for UCA's diverse faculty, including women of color on an annual basis. Faculty development workshops covering more effective ways to conduct scholarly research and publishing, grant writing, and how to navigate the reappointment and tenure process will certainly impact the University's retention of its diverse faculty. The ability to retain a more diverse group of faculty will subsequently provide an opportunity for UCA to attract additional faculty of color. Faculty of color, similar to students of color, tend to gravitate to institutions that demonstrate a commitment to attracting diverse faculty, as well as engaging in activities, such as faculty development workshops, aimed at facilitating the success of these faculty members. UCA has an opportunity to grow its diverse faculty by establishing a staff position within the Office of Affirmative Action devoted primarily to these efforts.

International Programs and Services. In an effort to ensure a broad and coherent University commitment to diversity and inclusion I would recommend that the existing Division of International Engagement under the Office of the Provost establish a close working relationship with the newly establish Division focused on diversity. Such a relationship will help ensure a consistent and congruent promotion of diversity by the staffs of both Divisions and most importantly send a seamless message to both domestically diverse and international UCA students. Close collaboration between these Divisions will ultimately further the University's efforts to produce graduates who are socially, culturally, and globally competent.

3 More information regarding the AAAA can be found at <http://www.affirmativeaction.org/training.html>

4 I would also encourage reviewing the recent OFCCP Proposal to Improve Job Opportunities for People with Disabilities. The complete text is available at: http://www.ofr.gov/OFRUupload/OFRData/2011-31371_PI.pdf.

CONCLUSION

By establishing an executive-level Division focused on diversity, inclusion, and community engagement UCA has a significant opportunity to propel itself forward as an institution. A commitment to inclusive excellence is a vital ingredient to the formula for overall success on the 21st Century university campus. Such an enhanced commitment to diversity will certainly positively impact internal perceptions of UCA, but also those within the state of Arkansas, the Southeast region, and potentially the nation.

5 See <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html> for recent guidance from the Department of Education requiring sexual harassment training for significant portions of your faculty and staff.

6 For more information on the Institute see http://www.sreb.org/page/1074/doctoral_scholars.html.

I would encourage the development of a three-year Diversity Action Plan at UCA. A three-year plan rather than the typical five-year plan creates a greater sense of urgency for the entire campus community. A five-year plan generally will not begin to fully take shape and have a measurable impact until approximately the third year.

Consequently, a three-year plan will have a more immediate impact at UCA. The UCA Diversity Action Plan needs to be clear, coherent, and concise. While the new Division should initiate and coordinate the creation of this plan, each of the Divisions, academic Colleges, and Units must be responsible for creating individual elements that are congruent with the University's overall plan. Some of the key elements of the UCA Diversity Action Plan should contain a commitment to developing a broad and stable curriculum component. I would strongly encourage the establishment of at least a three-hour Diversity requirement for all UCA undergraduate students.⁷ A diversity orientation course for first-year UCA students (including transfers) would be ideal. Such a requirement will ensure that UCA graduates receive at least a basic introduction and understanding of the value of diversity, which would be enhanced as they matriculate to graduation. I am confident the UCA administration wants its graduates to not only be able to compete globally, but to also be successful.

By coordinating and broadening diverse faculty recruitment efforts, including opportunity hires, UCA has a good opportunity to make substantial progress over the next several years. Also, developing broader and better-coordinated efforts to recruit diverse students, as well as growing and strengthening some of the existing targeted retention and mentoring, will be beneficial to UCA's diversity efforts. A commitment to hiring more diverse staff, especially in front-line positions and increasing diversity on campus-wide committees are proactive strategies that will enhance UCA's internal and external image. Additionally, initiating and improving corporate and community outreach and engagement efforts, specifically as these relate to targeted program initiatives for diverse students will help propel the institution forward. Increased efforts to cultivate relationships with diverse alumni organizations will also help strengthen UCA's brand within the state and regional areas. Finally, UCA should engage in a comprehensive and coordinated Supplier Diversity Initiative. This will not only offer the University the opportunity to have a broader economic impact in the state and region, but also a social one as well.

UCA appears to have a tremendous opportunity to move forward as an institution over the next several years. President Courtway's strong leadership and vision positions the University to take a significant and positive progressive step towards substantially increasing diversity at all levels on the UCA campus. Because measurable growth in the level of diversity at UCA will take some time, the University administration, as well as the entire campus community will need to be patient. UCA, however, is in need of change with regard to its overall commitment to diversity and the campus community is ripe for it.

⁷ Please see the Oklahoma State University rubric for its diversity course requirements located at: <http://uat.okstate.edu/images/rubrics/diversity%20rubric%205-1-10.pdf>.

Appendix A

**Associate Vice President for Institutional Diversity, Oklahoma State University
Dr. Jason Kirksey**

AGENDA

Sunday, October 30

6:30 PM Pickup at Airport - Dr. Maurice Lee
Dinner with Dr. Lee

Monday, October 31

8:00 AM Pick up at Hilton Hotel (Maurice Lee)
8:30-9:30 AM Meet with President Courtway Wingo 205
9:30-10:30 AM Meet with Jack Gillean, Affirmative Action Director Wingo 207
10:30-10:45 AM Break
10:45 AM-12:00 PM Meet with Ronnie Williams, Angela Jackson & Charlotte Strickland Student Health Center 210
12:15-1:15 PM Lunch with Council of Deans Wingo 214
1:15-1:30 PM Break
1:30-2:30 PM Meet with Academic Council Wingo 315
2:45-3:45 PM Meet with Dean Hattlestad and Dean Lee and the HLC Committee (HLC Response Issues) Burdick 222
4:00-4:30 PM Meet with President Courtway Wingo 205
4:30 PM Return to Hotel - Dr. Lee
Dinner with Dr. Lee, Ronnie Williams and Staff

Tuesday, November 1

8:30 AM Pick up at hotel - Ronnie Williams
9:00-11:00 AM Meet with Senior Executive Staff Wingo
11:00-11:15 AM Break
11:30 AM - 12:30 PM Meet with Faculty Senate Diversity Committee Irby 120
12:30-1:30 PM Lunch with SGA Diversity Committee and SGA President Austin Hall SC 201
1:30-2:00 PM Meet with President Courtway Wingo 205
2:00 PM Return to Hotel - Maurice Lee
2:30 PM Depart from Hotel to Airport for 4:45 flight