

**2024 EQUAL
EMPLOYMENT
OPPORTUNITY
REPORT STATE
AGENCIES**



STATE OF ARKANSAS
House of Representatives

NINETY-FOURTH GENERAL ASSEMBLY
STATE CAPITOL
500 WOODLANE STREET, SUITE 350
LITTLE ROCK, ARKANSAS 72201-1089
(501) 682-7771

MATTHEW J. SHEPHERD, SPEAKER

MEMORANDUM

TO: Arkansas Legislative Council

FROM: Representative Matthew J. Shepherd, Speaker of the House

DATE: August 15, 2024

SUBJECT: Equal Employment Opportunity Policy of the Arkansas House of Representatives - Filed in Compliance with A.C.A. 21-3-101

In compliance with the provisions of A.C.A. 21-3-101, I, herewith, submit the attached Equal Employment Opportunity Policy of the Arkansas House of Representatives.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name:

Contact Name: Sherri Stacks

Contact Phone: 501-682-7771

Contact Email: sherri.stacks@arkansashouse.org

Date of Submission: August 15, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	5	2	7	30%
Hispanic		1	1	4%
White/Not Hispanic	10	5	15	66%
Total	15	8	23	100%

D. EQUAL EMPLOYMENT OPPORTUNITY

It is the continuing policy of the House of Representatives to ensure equal employment opportunity in all personnel actions taken. Our policy is stated as follows:

1. Recruiting, hiring, training, and promoting for all jobs will be without regard to race, religion, color, national origin, sex, veteran status, age, medical condition, or genetic information, and will conform with all applicable laws and regulations.
2. Decisions on employment will be based solely on the individual's qualifications for the position being filled.
3. Any promotional decisions will be based solely on the individual's qualifications as related to the requirements of the position for which the individual is being considered.
4. All other personnel actions, such as compensation, benefits, transfers, terminations, and layoffs, return from layoff, and training programs will be administered without regard to race, religion, color, national origin, sex, veteran status, age, medical condition, or genetic information.
5. The House of Representatives will treat all employees with respect and dignity and will provide an environment free of harassment of any kind.

The Chief of Staff is responsible for this policy and for the necessary reporting and monitoring procedures associated with it. Any complaints should be directed to his attention. This policy may be periodically reviewed.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas Senate 0005

Contact Name: Ann Cornwell/Tamara Lewis

Contact Phone: 501-682-5951 or 501-682-5952

Contact Email: Ann.Cornwell@senate.ar.gov

Date of Submission: 6/10/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	3	1	4	29%
Hispanic				%
White/Not Hispanic	6	4	10	71%
Total	9	5	14	100%

**Arkansas Legislative Audit
Equal Employment Opportunity in Hiring
June 30, 2024**

Arkansas Legislative Audit (ALA) does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or political affiliation in employment. To provide equal employment opportunity in hiring, ALA provides an employment application template on its website, which can be completed by anyone from across the State. The application is located at <https://www.arklegaudit.gov/employment>. ALA advertises open positions on its website, on other public websites (e.g., LinkedIn and Handshake), with various public and private universities, and through speaking engagements within the College of Business at public and private universities. ALA recruits future college graduates, who will have 120 credit hours and be eligible to sit for the CPA exam, by attending “meet the firm” events sponsored by colleges, universities, and professional organizations across the State; many of these events include higher education institutions with significant minority student populations.

**Arkansas Legislative Audit
Equal Employment Hiring Program
Gender and Ethnic Makeup
as of June 30, 2024**

Ethnic Origin	Female Employees	Male Employees	Total Employees	Percentage
American Indian/Alaskan	-	1	1	0.39%
Black/Not Hispanic origin	12	3	15	5.84%
Hispanic	-	3	3	1.17%
White/Not Hispanic origin	136	102	238	92.61%
Total	148	109	257	

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: Bureau of Legislative Research

Contact Name: Andrea L. Barksdale

Contact Phone: 501-537-9176

Contact Email: barksdalea@blr.arkansas.gov

Date of Submission: 08/12/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No, there have not been in changes.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	2	0	2	1.80%
Black/Not Hispanic	15	3	18	16.22%
Hispanic	2	3	5	4.50%
White/Not Hispanic	53	33	86	77.48%
Total	72	39	111	100%



STATE OF ARKANSAS BUREAU OF LEGISLATIVE RESEARCH

Marty Garrity, Director
Kevin Anderson, Assistant Director
for Fiscal Services
Matthew Miller, Assistant Director
for Legal Services
Jessica Whittaker, Assistant Director
for Research Services
Eric Sanders, Assistant Director
for Information Technology Services

August 12, 2024

Dear Mr. Robinson,

This report is being filed under Arkansas Code § 21-3-101, concerning equal employment hiring. The equal employment opportunity policy for the Bureau of Legislative Research reads as follows:

The Bureau does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, genetic information, or any other characteristic protected by applicable federal, state, or local law. This policy governs all aspects of employment, including job assignment, compensation, discipline, termination, and access to benefits.

Any employee with questions or concerns about this policy or any type of discrimination in the workplace is encouraged to bring those questions or concerns to the attention of his or her immediate supervisor, appropriate division head, or the Director. Any employee may raise a question or concern or report a matter or incident under this section, in accordance with the grievance procedure at Section 3.13.b., without fear of retaliation.

The Bureau complies with the requirements of Title VII of the federal Civil Rights Act of 1964 and its amendments, the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008 (collectively, the ADA), the Pregnant Worker's Fairness Act (PWFA) of 2023, Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), the Arkansas Civil Rights Act, Ark. Code Ann. § 21-12-103, and all other applicable federal and state antidiscrimination laws. Under the Arkansas Civil Rights Act, discrimination by any officer or employee of the state based upon race, creed, religion, national origin, age, sex, or gender constitutes grounds for dismissal.

The advertising of employment opportunities to the public has been through the Department of Transformation and Shared Services state jobs website. The hiring of temporary session employees is another avenue that the Bureau utilizes to recruit potential employees.

Sincerely,

Marty Garrity
Director



Anne Solomon
Chief Staff Attorney

State of Arkansas
COURT OF APPEALS
Justice Building
625 Marshall
Little Rock, Arkansas 72201

(501) 682-7465
Fax: (501) 682-7974
email: anne.solomon@arcourts.gov

June 10, 2024

TO: Tony Robinson, Personnel Administrator
State of Arkansas, Bureau of Legislative Research

RE: Reporting requirements of Ark. Code Ann. § 21-3-101

Dear Mr. Robinson:

The Arkansas Court of Appeals has received the Bureau of Legislative Research's request to complete Equal Employment Hiring Program reporting in accordance with Arkansas Code Annotated section 21-3-101. This statute requires every constitutional officer as defined in Arkansas Constitution, Amendment 56, § 1 to adopt an equal employment hiring program and report its efforts to the Legislative Council. Amendment 56, § 1 in turn lists the state agencies that comprise the Executive Branch of government: Governor, Lieutenant Governor, Secretary of State, Treasurer of State, Auditor of State, Attorney General, and Commission of State Land.

Because the Arkansas Court of Appeals is part of the Judicial Branch and is not included in the executive agencies defined by Amendment 56, we have determined that Arkansas Code Annotated section 21-3-101 does not apply to the Court. Therefore, the Court of Appeals respectfully declines to submit the reports envisioned by the statute.

Best regards,

A handwritten signature in black ink that reads "Anne Solomon".

Anne Solomon

ADMINISTRATIVE OFFICE OF THE COURTS

SAMUEL KAUFFMAN, DIRECTOR OF FINANCE AND ADMINISTRATION



*"Supporting Courts,
Ensuring Justice"*

JUSTICE BUILDING
625 MARSHALL STREET
SUITE 1100
LITTLE ROCK, AR 72201

August 29, 2024

TO: Rachel Barnes
Bureau of Legislative Research

RE: Reporting requirements of Ark. Code Ann. § 21-3-101

Dear Ms. Barnes:

The Administrative Office of the Courts (AOC) has received the Bureau of Legislative Research’s request to complete Equal Employment Hiring Program reporting in accordance with Arkansas Code Annotated section 21-3-101. This statute requires every constitutional officer as defined in Arkansas Constitution, Amendment 56, § 1 to adopt an equal employment hiring program and report its efforts to the Legislative Council. Amendment 56, § 1 in turn lists the state agencies that comprise the Executive Branch: Governor, Lieutenant Governor, Secretary of State, Treasurer of State, Auditor of State, Attorney General, and Commissioner of State Land.

Because the AOC is part of the Judicial Branch and is not included in the executive agencies defined by Amendment 56, we have determined that Arkansas Code Annotated § 21-3-101 does not apply to the AOC. Therefore, the AOC respectfully declines to submit the reports envisioned by the statute.

Best,

A handwritten signature in blue ink, appearing to read "SK", with a long horizontal flourish extending to the right.

Samuel Kauffman

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: Office of the Prosecutor Coordinator

Contact Name: Tracy Torrence

Contact Phone: 501-682-3682

Contact Email: tracy.torrence@arkansas.gov

Date of Submission: 9-9-2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No Changes.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	1		1	1%
Hispanic				%
White/Not Hispanic	8	7	15	99%
Total	9	7	16	100%

Office of the Prosecutor Coordinator

Prosecution Coordination Commission

Equal Employment Hiring Policy

- I. **APPLICABILITY.** This policy applies to the Prosecutor Coordinator's Office (PCO) and the Prosecution Coordination Commission (PCC) employees.
- II. **POLICY.** The PCO and PCC are equal opportunity employers providing equal employment opportunities without regard to race, color, gender, creed, religion, age, genetic information, national origin, disability or other biases prohibited by State or Federal law. This commitment is supported by practical good faith efforts to implement and maintain a policy and practice of employing minority group members, women, and members of other protected classes, on a non-discriminatory basis. This policy and practice relates to all phases of employment, including, but not limited to recruiting, hiring, placement, promotion, transfer, layoff, recall, termination, rates of pay or other forms of compensation, training, use of facilities and participation in PCO/PCC-sponsored employee activities and programs. The PCO and PCC desire to employ individuals who are dependable, sincerely interested in serving the agency mission, and who can handle agency matters in a professional manner. PCO and PCC will comply with the non-discrimination provision of all applicable State and Federal regulations and all personnel actions will be carried out on a non-discriminatory basis. The following types of discrimination are prohibited by law: age, disability, equal pay/compensation, genetic information, harassment, national origin, pregnancy, race/color, religion, retaliation, sex, and sexual harassment.
- III. **GUIDELINES.**
 - A. **Information Dissemination.** Supervisors and managers are responsible for implementing and administering this policy, applying these principles in good faith for meaningful progress in the employment of minorities, women and members of other protected classes. Following are some ways in which the PCO and PCC Equal Employment Opportunity (EEO) policy statement will be communicated:
 1. The policy statement will be referenced in all issues of employment handbook.
 2. Job openings will be posted on the Arkansas Government Jobs web site, and PCO's social media sites when deemed appropriate.
 - B. Additional information about federal employment law is summarized on the posters titled: "Equal Employment Opportunity is the Law", "Your Rights" at the PCO office.
 - C. **Implementing and administering the EEO Program/Affirmative Action Plan.**
 1. PCO supervisors must monitor employment trends.
 2. PCO supervisors will confer to understand and meet EEO/Affirmative Action Program responsibilities.
 3. Special attention will be given to recruiting efforts for positions that are difficult to fill and/or have an under representation of minorities and women.

4. Increased emphasis will be given to seeking and encouraging applicants from minority groups where such applicants with the necessary qualification or potentials are available.
 5. Supervisors are encouraged to employ qualified minority group individuals in available positions.
 6. Supervisors will ensure minority group employees receive equal consideration whenever promotional or incentive opportunities occur.
- D. Hiring, Placement, Promotions, Lay-off, Recall, Retention, Termination. The PCO and PCC recognizes that to accomplish the long-range objectives of this EEO/Affirmative Action Program, action must be taken to ensure that job opportunities of all kinds are made available to members of minority groups and communities and that qualified members of minority groups should be offered positions on the same basis as all other applicants or employees. To assure achievement, employment practices will be reviewed periodically.
- E. Compensation. All employees will receive compensation in accordance with the same standards. Opportunities for performing overtime work or otherwise earning increased compensation, when available, will be afforded to all qualified employees.



Supreme Court of Arkansas

JOHN DAN KEMP
CHIEF JUSTICE

JUSTICE BUILDING
625 MARSHALL STREET
LITTLE ROCK, ARKANSAS 72201

PHONE (501) 682-6873
FAX (501) 683-4006
EMAIL john.dan.kemp@arcourts.gov

August 12, 2024

Tony Robinson
Personnel Administrator
Bureau of Legislative Research
State Capitol, Room 315
Little Rock, AR 72201

RE: Arkansas Code § 21-3-101 Request

Dear Mr. Robinson:

I have been made aware of your email dated August 1, 2024, concerning A.C.A. § 21-3-101 Equal Employment Hiring Program Reporting for Arkansas Legislative Council addressed to "Constitutional Officers, Department Secretaries, Agency Directors, Presidents and Chancellors." In the email, you request the annual reporting of equal-employment data pursuant to Arkansas Code Annotated section 21-3-101. While the court is firmly committed to the goals identified in that statute and to a policy of equal-employment opportunities for all, it appears that the reporting requirements of section 21-3-101 have no applicability to judicial branch agencies or officers.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Dan Kemp", is written over a printed name.

John Dan Kemp

JDK:mlf

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Governor's Office and Mansion:

Contact Name: Rhoda Classen

Contact Phone: 501-319-6551

Contact Email: tss.hr@arkansas.gov

Date of Submission: August 23, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	0	0	0	0%
Black/Not Hispanic	2	4	6	12.5%
Hispanic	0	1	1	2.08%
White/Not Hispanic	22	19	41	85.42%
Total	24	24	48	100%



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Every department must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the department to a level that approximates the percentage of minorities in the state's population. Departments shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Departments should establish a process for investigating allegations of discrimination and/or harassment. Departments shall include in their personnel manual a statement that discrimination by an employee is grounds for dismissal. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment.

I. Age (Age Discrimination in Employment Act)

The law protects individuals who are at least forty (40) years of age or older. A department is prohibited from limiting, segregating, or classifying employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee and a department cannot reduce an employee's rate of pay because of age.

An agency may take adverse personnel actions against an employee if age is a bona fide occupational qualification, reasonably necessary to the normal operations of a particular job, or where the differentiation is based on factors other than age.

An employee may be subject to compulsory retirement if the employee:

1. Is sixty-five (65) years of age;
2. For the two-year period immediately before retirement is employed in a bona fide executive or high policy-making position; and
3. Is entitled to an immediate non-forfeitable annual retirement benefit from pension, savings, or deferred compensation plan, or any combination of such plans which is an aggregate of at least forty-four thousand dollars (\$44,000).

II. Disability (Americans with Disabilities Act)

Disability discrimination is when a department does one of the following:

1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;
2. Treats an applicant or employee less favorably because he/she has a history of a disability (such as cancer that is controlled or in remission), or
3. Treats an applicant or employee less favorably because he/she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he/she does not have such an impairment).



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because their spouse has a disability. The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

III. Equal pay/compensation (Equal Pay Act and Lilly Ledbetter Fair Pay Act)

The Equal Pay Act (EPA) prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort, and responsibility under similar working conditions. The jobs need not be identical, but they must be substantially equal. Wages can include more than just hourly or annual pay. An employer cannot lower the wages of some employees to make wages equal.

Compensation differences based on race, color, religion, national origin, age, disability, genetic information, and/or retaliation also violate law.

IV. Genetic information (Genetic Information Nondiscrimination Act)

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history). Family medical history is included in the definition of genetic information because it is often used to determine whether someone has an increased risk of getting a disease, disorder, or condition in the future.

V. Harassment

Harassment is unwelcome conduct that is based on race, color, religion, sex, national origin, age, disability, genetic information or any other status or characteristic protected by law. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

VI. National origin (Immigration and Nationality Act)

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). National origin discrimination also can involve treating people unfavorably because they are married to (or associated with) a person of a certain national origin.

Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

VII. Pregnancy

Pregnancy discrimination involves treating a woman, an applicant or employee, unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

VIII. Race/color

Race discrimination involves treating an applicant or employee unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion. Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color. Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

IX. Religion

Religious discrimination involves treating an applicant or employee unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs. Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion.

X. Sex

Sex discrimination involves treating an applicant or employee unfavorably because of that person's sex.

Sexual harassment

All departments must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the department's policy must be filed with the Office of Personnel Management (OPM).

Sexual harassment is a form of discrimination and is unwelcome behavior that is either verbal or physical in nature. What constitutes sexual harassment is:

1. Submission to the conduct is either an explicit or implicit term or condition of employment, and/or
2. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting, and/or
3. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Actions that may be defined as sexual harassment are not limited to the supervisor and employee situation, but may include actions of coworkers, actions of the same or opposite sex and action of individuals external to the agency, but who have contact with employees in the work environment.



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

Retaliation

It is illegal to retaliate against an applicant or employee because the applicant or employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

For more information about the types of discrimination and prohibited practices, see the U.S. Equal Employment Opportunity Commission website at <https://www.eeoc.gov/laws/index.cfm>.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Office of the Lieutenant Governor

Contact Name: Drew Evans, Chief of Staff

Contact Phone: 501-682-1275

Contact Email: drew.evans@arkansas.gov

Date of Submission: June 25, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

-No changes

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic				%
Hispanic	1		1	20%
White/Not Hispanic	1	3	4	80%
Total			5	100%



Equal Opportunity Employer
Applicable Arkansas Statutes: A.C.A. § 21-3-101
Date Implemented: January 10, 2023

I. Policy:

- A. The Office of the Lieutenant Governor is an equal opportunity employer and is committed to providing equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, pregnancy, age, disability, citizenship, national origin, genetic information, military or veteran status, or any other status or characteristic protected by law.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Office of Arkansas Attorney General

Contact Name: Dawnetta Calhoun

Contact Phone: 501-682-2007

Contact Email: dawnetta.calhoun@arkansasag.gov

Date of Submission: 6/10/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. N/A

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	1	1	.61%
Asian Pacific Islander	2	1	3	1.83%
Black/Not Hispanic	18	8	26	15.85%
Hispanic	1	3	4	2.44%
White/Not Hispanic	68	62	130	79.27%
Total	89	75	164	100%

1000 Purpose and Scope of Arkansas Attorney General Office Policies

The policies of the Arkansas Attorney General's Office (AAGO) are for the internal use and management of the AAGO and are designed to provide general information and guidelines about procedures, working conditions, employee benefits, and practices affecting employment with the AAGO.

These policies are not intended to be comprehensive or to address all possible applications of, or exceptions to, the procedures, policies, benefits, and practices described.

These policies do not confer any contractual right, either expressed or implied, to remain in the AAGO's employ and do not guarantee any fixed terms and conditions of employment. An employee may be terminated at will, with or without cause, and without prior notice.

The Attorney General has discretion to determine the application, meaning, and intent of these policies as they relate to the AAGO and AAGO employees and, from time to time, may revise, supplement, or rescind these procedures, policies, practices, and benefits subject to, or as may be required by, applicable law.

Employees are expected to read, understand, and comply with these policies. Further, employees are responsible for keeping abreast of any changes to these policies and will be held to the standard of the latest policy approved and implemented by the Attorney General. Any questions should be directed to a supervisor or the Human Resources Director.

1001 Equal Employment Opportunity Policy Statement

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

1002 Non-Discrimination and Anti-Harassment Policy

The AAGO is committed to a work environment in which all individuals are treated with respect and dignity. Employees have the right to work in a professional atmosphere that prohibits discriminatory practices, including harassment and retaliation.

Harassment is unwelcome conduct that is based race, color, religion, sex, national origin, age, disability, or genetic information. Harassment becomes unlawful where 1) enduring

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: AUDITOR OF STATE

Contact Name: Kristina Duke

Contact Phone: 501-682-1023

Contact Email: kristina.duke@auditor.ar.gov

Date of Submission: 08/28/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1		1	0.35%
Asian Pacific Islander		1	1	0.35%
Black/Not Hispanic	11	3	14	4.86%
Hispanic	2	1	3	1.04%
White/Not Hispanic	108	161	269	93.40%
Total	122	166	288	100.00%

DENNIS MILLIGAN
Auditor



230 State Capitol
Little Rock, AR 72201

State of Arkansas

Equal Employment Opportunity Policy

The Auditor of State's office (AOS) does not discriminate in employment opportunities on the basis of race, color, religion, sex, nationality, age, disability, or any characteristic protected by applicable federal, state, or local law. This policy is applicable to all aspects of employment, including but not limited to job assignment, compensation, discipline, termination, and access to benefits offerings.

Employees are encouraged to address questions about this policy or discrimination in the workplace with their immediate supervisor, or the Chief of Staff. Employees may raise questions or concerns, or report matters of discrimination without fear of retaliation.

AOS complies with the requirements of Title VII of the Civil Rights Act of 1964 and its amendments, the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008, Title II of the Genetic Information Nondiscrimination Act of 2008, the Arkansas Civil Rights Act, Arkansas Cod Ann. 21-12-103, and all other applicable federal and state antidiscrimination laws. Under the Arkansas Civil Rights Act, discrimination by any officer or employee of the state based upon race, creed, religion, nationality, age, sex, or gender constitutes grounds for dismissal.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Commissioner of State Lands/061

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Date of Submission: 6/20/2024

OK (Kelly) 6-11-2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0 %
Asian Pacific Islander	2	0	2	6 %
Black/Not Hispanic	1	2	3	9 %
Hispanic	0	0	0	0 %
White/Not Hispanic	20	10	30	85 %
Total	23	12	35	100 %

21-3-101. Equal employment hiring program.

Statute text

(a) Every state agency, board, commission, institution of higher education, and every constitutional officer as defined in Arkansas Constitution, Amendment 56, § 1, shall adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the agency, board, commission, institution of higher education, or constitutional office to a level that approximates the percentage of minorities in the state's population.

(b)(1) Every state agency, board, commission, institution of higher education, and constitutional officer shall report to the Legislative Council on June 30 of each year regarding its efforts to achieve its equal employment hiring program goal.

(2) However, the report required of any institution by § 6-63-103 may be used in lieu of the report required under this subsection and shall be filed as provided in this subsection.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: Arkansas Secretary of State

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Date of Submission: 8/2/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	0	1	1%
Asian Pacific Islander	1	2	3	2%
Black/Not Hispanic	27	20	47	31%
Hispanic	2	1	3	2%
White/Not Hispanic	37	61	98	64%
Total	68	84	152	100%



SECRETARY OF STATE EMPLOYEE PERSONNEL MANUAL

Revision Date: July 1, 2022

State Capitol, Suite 256

<http://www.sos.arkansas.gov>

501-682-1010

Table of Contents

Foreword	6
Purpose of this Office	7
Section 1 General Policies	8
At-Will Employment Relationship	8
Purpose of this Manual and Who is Covered	8
Manual Contents and Revisions	8
What Is Expected of SOS Employees	8
Grooming and Attire	10
Uniformed Employees	10
Smoking	10
Media Inquiries	10
Section 2 Ethics	11
Conflict of Interest	11
Employment of Relatives	11
Disclosure – State Contracts	11
Extra Income Statement	12
Secondary Employment	12
Solicitation	13
Code of Ethics	13
Section 3 Equal Employment	15
Equal Employment Opportunity	15
Employment Verification and References	15
Criminal Background Checks	15
Probationary Period for New State Capitol Police Officers	15
Disability Accommodation	16

	Religious Accommodation	16
	HIPAA and Personal Health Information	16
	Reporting Discrimination	17
	Retaliation Prohibited	17
	Harassment of, or by, Employees, Visitors, Vendors, and Members of the Public	17
Section 4	Using State Property	19
	Personal Use of State Property	19
	Management Access to Work Files, Computers, and Work Areas	20
	Personal Telephone Calls and SOS-Issued Cell Phones	20
	Use of Capitol Facilities for Events	20
	Information Technology (IT) Responsibilities	20
	Driving During the Course of Work	21
	State Vehicles	22
Section 5	Compensation, Timekeeping, and Performance	23
	Work Hours	23
	Attendance and Punctuality	23
	Absenteeism and Tardiness	23
	Reporting Absences	24
	Pay Days	24
	W-2s	24
	Employment Classifications	25
	Time Sheets and Leave Entry	26
	Overtime Compensation	26
	Career Service Recognition Payments	26
	Performance Evaluation and Merit Pay	27
	Work During Legislative Sessions and Other Extenuating Circumstances	27
	Personnel File	27

	Changes in Personal Information	28
	Termination and Exit Interview	28
Section 6	Employee Benefits	29
	Introduction	29
	Payroll Deductions	29
	Insurance Benefits	29
	Employee Assistance Program	30
	Flexible Spending Account	30
	Deferred Compensation	31
	Supplemental Insurance	31
	COBRA	31
Section 7	Types of Leave	32
	Accrued Leave	32
	Special Leave	35
	Personal Leave of Absence and Leave Without Pay	41
Section 8	Work-Related Injuries and Illness	43
	Workers' Compensation Insurance Benefits	43
	Reporting Work-Related Injuries and Illnesses	43
	Returning to Work and Continuation of Benefits	44
Section 9	Safety and Health	45
	Safety and Health	45
	Communicable Illness	45
	Code of Safe Practices	46
	Emergency Evacuation	47
	Workstation Conditions and Health	47
	Drug Policy	47
	Workplace Security	50
Section 10	Parking	54
Section 11	Inclement Weather	55

Section 12 Retirement	56
Section 13 Travel and Business Expenses	57
Standard Reimbursement for Employees and Others	57
Covered Travel Expenses	58
Insurance on Rentals and Accident Procedures	60
Lodging and Meals	60
Other Expenses	62
Visas/Passports/Inoculation Fees/Foreign Exchange Fees	62
Travel Expenses Not Covered	62
Traveling on Weekends	63
Travel Expense Reimbursement Form (TR-1)	64
Travel in State Vehicles	64
Regulation Updates and Distribution	65

Office of the Secretary of State

Foreword

This employee personnel manual describes the policies of the Office of the Secretary of State (SOS)*. This manual provides employees with information on SOS policies and procedures and their respective responsibilities to ensure fairness and equity in the treatment of all employees.

All employees shall familiarize themselves with these policies and act accordingly. Employees with questions about a policy should first speak with their supervisor and if they still have a question, they may contact the Human Resources Division.

The policies in this manual are subject to change and may be amended, changed, replaced, or deleted at the discretion of the SOS. **The policies in this manual are not intended to create, nor construed to create, a contract of employment.** Employment with the SOS is *at will*, which means either the employee or the Secretary of State may terminate the employment relationship at any time, for any reason, with or without notice.

**Hereinafter, "SOS" means the Office of the Arkansas Secretary of State and its employees. Specific references to the constitutional officer shall be specified as "Secretary of State".*

Responsibilities of the Office of the Secretary of State

Purpose of this Office

The general powers and duties of the Secretary of State are codified at Arkansas Code Annotated (ACA) § 25-16-403 et seq., with additional duties and responsibilities codified elsewhere throughout the code. The Secretary of State is elected to a four-year term and may only serve two (2) terms.

The SOS has many duties. The primary duty prescribed by law is the registering and filing of official state records and documents submitted by the Governor, the General Assembly, and various agencies, boards, and commissions. Additionally, the SOS maintains the Arkansas State Capitol, the Capitol Hill Building, and surrounding grounds. This maintenance encompasses the upkeep of all buildings, the lawn, gardens, monuments, and memorials. The SOS also maintains a full-time Capitol police force to provide security and law enforcement.

The SOS administers numerous programs pertaining to: corporate, non-profit, and charitable entities filings; Uniform Commercial Code filings; notary services; lobbyist registrations; trademarks; candidate filings; rules filings; petitions and referenda; franchise taxes; and voter registration. The SOS also promotes Arkansas through activities in education, historic preservation, art, and international relations. Additionally, the Secretary of State, or designee, serves on a number of state boards and commissions. All of these are valuable services for the citizens of Arkansas who rely on the SOS office to carry out its duties and provide structure for the orderly conduct of public and private business.

The SOS strives to provide the best possible service to Arkansans. To reach this goal, employees must work together as a team to develop and implement these services. Willing participation as a member of this team, in a professional manner, is essential.

Section 1

General Policies

At-Will Employment Relationship

The SOS follows the state's *employment-at-will doctrine*. All employees serve solely at the will and at the pleasure of the Secretary of State. **(See Foreword, page 6, for definition of at will.)**

Purpose of this Manual and Who is Covered

This manual is designed to acquaint employees with employment conditions, employee benefits, and many other practices affecting employment with the SOS. It describes many employee responsibilities and agency practices and also outlines employee benefit programs.

This manual applies to all SOS employees in regular full-time, regular part-time, and extra-help positions.

Manual Contents and Revisions

The SOS reserves the right to revise, supplement, or rescind any policies or portions of this manual. It is each employee's responsibility to read and become familiar with any changes to this manual issued by the SOS. Changes will be announced through email or printed memo.

The SOS follows all state and federal laws, and if any portion of this manual is found to be in conflict with the law, the SOS shall follow the law.

Any communication issued after the distribution of this manual shall be considered official until a new version of the manual is issued. Changes in procedures, benefits, or practices shall not change the mutual at-will employment relationship.

Employees are required to read and comply with the guidelines in this manual. Questions concerning the contents may be directed to the employee's supervisor, the Human Resources Director, or Human Resources representative.

What is Expected of SOS Employees

The SOS expects all employees to adhere to certain standards of behavior while at work, representing the SOS at outside events, and at SOS-sponsored events. These standards are intended to ensure a consistent application of the policies and procedures for all employees.

Employees shall:

- Refrain from any manner or form of discrimination, harassment, or both, regardless of whether it is sexual, racial, religious, or related to another's gender identity, age, sexual orientation, or disability;
- Refrain from fighting, threatening, intimidating, or coercing fellow employees, customers, and visitors while at work, representing the SOS at outside events, and at SOS-sponsored events;

- Refrain from the use of foul or offensive language while at work , representing the SOS at outside events, and at SOS-sponsored events;
- Administer all documents and records in accordance with their legally-intended purpose;
- Refrain from altering or destroying any documents or records, including digital media or electronically-stored information, without proper authorization;
- Carry out duties as assigned;
- Disclose or use confidential or proprietary information only with proper authorization;
- Obtain or maintain current licensure, certification, or any other qualification required by law or the SOS as a condition of continued employment;
- Not post any literature, handbills, posters, or other materials regarding political campaigning or fundraising of any kind in the workplace;
- Refrain from selling any item, commodity, or service in the workplace (e.g., Avon, Mary Kay, Pampered Chef, Scentsy, and school fundraisers);
- Maintain satisfactory attendance and punctuality;
- Remain in designated work areas, alert and fit for duty;
- Use state-owned telephones for official purposes only and limited personal use for emergencies;
- Perform duties and operate equipment with care to protect the safety of employees and the public;
- Not use state-owned property in an inappropriate manner;
- Obtain written authorization to remove any state-owned property from the premises;
- Refrain from misuse, theft, destruction, or waste of official time and/or property;
- Consent to and pass a drug and/or alcohol test whenever: **(See Drug Policy, page 47)**
 - A reasonable suspicion exists that the employee is under the influence of any controlled substance, drug, or alcohol while on the job or in the workplace; or
 - An accident, near-miss, or incident occurs in which safety precautions are violated or careless acts are performed, and a reasonable suspicion exists that an employee is under the influence of a controlled substance, drug, or alcohol.
- While working, only possess and take drugs that are prescribed by a licensed medical provider;
- Report to work fit for duty, alert, and not under the influence of alcohol, illegal drugs, or both, and refrain from using, selling, or possessing illegal drugs on state property or while on state business;

- Not be convicted of a criminal charge which may conflict with the employee's official duties; and
- Not possess weapons on State Capitol grounds or SOS offices. **(See Weapons, page 52.)**

Failure to observe any of the above standards may lead to corrective action up to and including termination.

Grooming and Attire

Because members of the public often form opinions about the quality of service based in part on an employee's personal appearance, employees should maintain a professional image not only in their service and attitude, but also in their grooming and attire.

Employees are expected to maintain a clean and neat appearance. Employees who may interact with members of the public should wear business attire which reflects a professional image specific to the job duties of their respective divisions as specified by their division director.

Casual clothing (e.g., casual attire on non-session Fridays) may be permitted at the discretion of each division director as long as a professional image is maintained. Employees should refrain from wearing unprofessional attire including, without limitation: sundresses, shorts, tank tops, flip-flops, T-shirts, baggy pants, clothing with holes, clothing with slogans or offensive imagery, halter tops, strapless tops, spaghetti straps, low-cut necklines, cropped tops, ill-fitting or revealing clothing, and hats and other head coverings unless worn due to sincerely-held religious beliefs or as part of a SOS uniform .

Employees who report to work inappropriately groomed or attired may be asked to leave and change into acceptable clothing or correct the grooming issue before returning to work. In such instances, the employee will use accrued leave or leave without pay. Any questions about appropriate office attire should be directed to the employee's supervisor or the Human Resources Director.

Uniformed Employees

Employees to whom uniforms are issued are expected to wear the appropriate uniforms when on duty. All uniforms shall be clean, neat, and in good repair.

Smoking

Smoking and use of any tobacco product or e-cigarette is prohibited in the State Capitol Building. Employees wishing to smoke or use tobacco or e-cigarette products may do so in designated areas outside of the Capitol Building at least twenty-five (25) feet from any entrance. Employees are expected to keep these designated areas clean and to use appropriate receptacles to dispose of smoking materials.

Media Inquiries

Any media questions, matters, and inquiries are to be referred to Media Relations at 501-683-0057. All employees shall sign a form stating that media inquiries and similar communications about the office shall be immediately forwarded to Media Relations.

Section 2

Ethics

Conflict of Interest

Any employee who participates in any practice that constitutes a conflict of interest may be subject to corrective action up to and including termination. Employees shall avoid acquiring any business interest, engaging in outside employment, or participating in any outside activity that would conflict with his or her official duties.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain or gain for a relative as the result of SOS business. Relatives mean a husband, wife, mother, father, stepmother, stepfather, mother-in-law, father-in-law, brother, sister, stepbrother, stepsister, half-brother, half-sister, brother-in-law, sister-in-law, daughter, son, stepdaughter, stepson, daughter-in-law, son-in-law, uncle, aunt, first cousin, nephew, or niece.

Non-related individuals sharing housing shall also be considered “relatives” for the purpose of these conflict of interest guidelines.

Employment of Relatives

Act 2262 of 2005, codified at ACA § 25-16-1001 et seq., prohibits the hiring of relatives by public officials. Furthermore, no relatives of agency employees shall be placed within the same line of supervision whereby a relative is in a supervisory position over the other. A temporary change in supervision resulting in the supervision of a relative shall not be considered a violation of ACA § 25-16-1002, provided that the supervision does not exceed thirty (30) days. However, no hiring, firing, pay adjustments, or other personnel actions shall occur during this temporary period of supervision.

If an SOS employee plans to marry another SOS employee, they shall notify the Human Resources Division for review of the lines of supervision.

Job applicants are required to disclose the name, relationship, and job title of all relatives currently employed by the SOS or any other state agencies when applying for a position within the SOS. “State agency” means any board, commission, department, agency, institution, state-supported institution of higher education, other constitutional office, or the General Assembly and its divisions, commissions, and bureaus.

This section does not apply to the hiring, transfer, or promotion of any person employed by a state agency prior to August 12, 2005.

Disclosure – State Contracts

Pursuant to ACA § 19-11-706, employees shall report any benefit received from any state contract with a business in which the employee has a financial interest. Benefits shall be reported on the *Employee Disclosure Requirements* form and returned to the Human Resources Director.

Any questions concerning an employee's responsibility in the disclosure of financial interests may be directed to the Human Resources Director or the SOS Legal Division.

Extra Income Statement

ACA § 21-8-203 states that "all state employees who are employed on a regular salary basis shall be required to disclose each source of income in excess of five hundred dollars (\$500) earned during any calendar year from sources other than their regular salary from employment or from professional or consultant services rendered for any public agency". These statements are due no later than January 31 of each year on forms prescribed by the SOS Elections Division. This requirement applies to any part of any year employed.

Secondary Employment

Although employees are not prohibited from secondary employment, such employment shall not affect the employee's scheduled work hours, interfere or conflict with the employee's regular duties, or raise any ethics concerns with the SOS.

Employees considering secondary employment shall submit a *SOS Secondary Employment* form to their immediate supervisor for approval. Required information includes the secondary employer's identity, the nature of duties to be performed, and the anticipated days of the week and number of hours per week the employee shall be working.

The employee shall sign an acknowledgement affirming this policy upon submission of the form.

Once approved by the employee's immediate supervisor, the form shall be sent to the Human Resources Director and Chief Deputy for final approval.

If final approval is granted, a written response shall be sent to the employee and a copy filed by the Human Resources Division. If not approved, the written response shall explain the reason(s) and inform the employee that he or she shall resign the secondary employment.

If secondary employment inhibits effective performance of SOS duties, or creates an actual or potential conflict of interest, the employee shall be asked to either resign the secondary employment, or face disciplinary action up to and including termination.

Examples of secondary employment that may create conflicts of interest include, without limitation:

- Performing services for an SOS customer, or potential SOS customer, for payment directly to an employee by the customer.
- Employment that prevents an employee from meeting assigned SOS responsibilities (e.g., inability to complete tasks or meet deadlines, being late for work, having to take leave from work, and being unable to effectively perform SOS duties).

The following activities are expressly prohibited:

- Use of state property, including equipment, supplies, or facilities, for anything other than official state business.
- Performing a service for payment by a third party that the SOS is responsible for providing.

The SOS assumes no responsibility for secondary employment. Workers' compensation and other benefits for injuries arising from secondary employment shall not be provided by the SOS.

Solicitation

- There shall be no solicitation of employees or customers on state property for any purpose during working hours;
- There shall be no posting of any literature, handbills, posters, or other materials regarding political campaigning or fundraising on the premises; and
- Employees shall refrain from selling any item, commodity, or service on state property (e.g., Avon, Mary Kay, Pampered Chef, Scentsy, and school fundraisers).

Code of Ethics

The SOS has implemented a *Code of Ethics* designed to guide all employees' behavior and conduct in serving the SOS and the citizens of Arkansas. An acknowledgement form stating that the employee has read and shall abide by the *Code of Ethics* shall be signed and returned to the Human Resources Division by every new employee. The acknowledgement form shall be completed on an annually by all employees. Any employee who acts or behaves in a manner that violates the *Code of Ethics* shall be subject to corrective action up to and including termination.

Office of the Secretary of State

Code of Ethics

To serve the citizens of Arkansas, SOS employees shall perform their duties in an ethical manner.

All actions of the SOS shall comply with all state and federal laws applicable to the duties of the SOS.

Employees shall not accept payment in any form or special favors from anyone attempting to influence them in the course of their jobs or in making a decision for which the employee might be a party to. These may be construed as bribes. This policy extends to kickbacks or commissions from third parties for activities provided by an SOS employee.

Any knowledge gained in the course of an employee's work shall not be used for private or personal gain for the employee or a relative.

Employees shall not participate in any business venture, outside employment, or activity that conflicts with their official SOS duties. (Business venture includes benefits from a state contract connected to a business entity in which the employee has a financial interest.)

Employees who have access to any SOS funds shall follow the prescribed procedures for recording, handling, and protecting money as detailed in SOS business procedures.

All record keeping shall reflect an accurate and timely recording of all business transactions.

False expense, attendance, production, financial, or other types of reports are unacceptable. This also includes false or misleading representations and statements regarding any aspect of SOS activities.

When gathering information to complete SOS transactions, an employee shall collect, use, and retain only the personal information necessary for the completion of the transaction.

Information regarding members of the public shall be guarded and access limited to only those with official legal access.

Employee personal information requests shall be forwarded to the Human Resources Division regardless of their origin. Employee information is held securely in the Human Resources Division.

If any employee has knowledge of fraud or waste of public assets – either within the SOS or other within another state agency or entity – the employee shall immediately advise his or her supervisor or division director, deputy, or the Human Resources Division.

The SOS follows the state's *employment-at-will doctrine*. All employees of the SOS serve solely at the will and at the pleasure of the Secretary of State.

Section 3

Equal Employment

Equal Employment Opportunity

The SOS is an Equal Opportunity Employer (EOE). Accordingly, the SOS promotes equal opportunity in all areas of recruiting, employment, training, development, transfer, and promotion. Employment practices are without regard to race, color, religion, creed, sex, age, disability or medical condition, national origin, veteran status, and all other categories protected by federal, state, and local anti-discrimination laws.

Employment Verification and References

The SOS uses the *US Department of Homeland Security's E-Verify tool* to confirm the employment eligibility of all newly-hired employees. Anyone hired in the United States shall have authentic identification and confirmation that he or she is eligible to work in the United States.

All employment verification and reference requests regarding current or former employees shall be directed to the Human Resources Division. The SOS shall not be responsible for information provided by someone other than an employee of the Human Resources Division. To protect confidentiality, the SOS only releases dates of employment, job title, duties, rehire eligibility, and salary when contacted for an employment reference. The SOS shall comply with lawful information requests from authorized law enforcement agencies, or local, state, or federal agencies conducting official investigations.

Criminal Background Checks

All employees are subject to a criminal background check conducted by the Arkansas State Police. Background checks shall be repeated every five (5) years for incumbent employees in certain designated positions. Employees who have lived outside of the State of Arkansas may be subject to additional criminal background checks.

Background checks are also required for applicants for positions within law enforcement. These background checks shall be requested in accordance with the policies and guidelines set forth by the Commission on Law Enforcement Standards.

All background checks are conducted in compliance with the Federal Fair Credit Reporting Act, the Americans With Disability Act (ADA), and state and federal anti-discrimination laws.

Probationary Period for New State Capitol Police Officers

State Capitol Police are required to complete a one-year probationary period. During or after this period, the employee or the SOS may terminate the employment relationship at will, with or without cause or reason, with or without prior notice, regardless of the time elapsed after the hire date.

Disability Accommodation

In compliance with the ADA, as amended, the SOS shall make reasonable accommodations for qualified employees with disabilities, as long as the accommodations do not cause the SOS undue hardship or infringe upon the protected rights of others. Accommodations are made to enable the employee to perform essential job duties.

Religious Accommodation

In compliance with Title VII of the Civil Rights Act, the SOS shall make reasonable accommodations for employees with religious needs whenever possible as long as the accommodations do not cause the SOS undue hardship.

Requests for leave for religious holidays may be considered on a case-by-case basis. Divisional staffing needs may be considered in making decisions in granting leave. Requests for leave to observe a religious holiday shall be made as soon as possible before the date of the planned absence. If accrued leave, including annual, holiday, or compensatory time, is available, the employee may use it for the observance of such holidays; otherwise, such leave is without pay.

This policy applies only to religious holidays. It does not apply to regular days of worship. If an employee's regular work schedule falls on his or her worship days, generally he or she may be required to work as scheduled. Questions regarding worship day conflicts may be directed to the employee's supervisor.

HIPAA and Personal Health Information

The SOS complies with all confidentiality requirements of the federal Health Insurance Portability and Accountability Act (HIPAA).

HIPAA is a federal law which protects personal health information (PHI). PHI refers to information that is individually identifiable and is protected by privacy regulations. Additionally, the SOS Human Resources Division takes every precaution to ensure the confidentiality of health and/or medical information.

In accordance with federal and state policies, all employees are required to sign an authorization before any medical and/or health information is released by the SOS to a third party, excluding the Employee Benefits Division (EBD).

Directors and supervisors shall remember that discussion of any employee's health conditions shall be on a need-to-know basis. Information shall not be shared beyond immediate supervisors. Also, it is not necessary for an employee to explain his or her illness or condition, even when informing supervisors.

Further information regarding HIPAA may be obtained from the EBD at www.arbenefits.org.

Reporting Discrimination

If an employee believes that he or she is a victim of discrimination, the employee is urged to immediately report the incident to his or her supervisor or division director, deputy, or the Human Resources Division, even if the employee discussed it directly with the individual(s) involved. The employee shall provide the following information when reporting discrimination:

- Date(s), time(s), and location(s) of the incident(s) that took place;
- Description of each incident (i.e., what was said and/or done, etc.);
- Name(s) of anyone present during each incident; and
- Anyone with whom the employee has discussed each incident.

All complaints of discrimination shall be investigated.

Retaliation Prohibited

Employees who file legal complaints about the SOS are protected by law from retaliation. Retaliation against an employee in such cases is prohibited. Any retaliatory action is a serious offense and may lead to termination of the retaliator.

While the SOS shall make every effort to protect employee privacy during the course of an investigation, the SOS may discuss relevant, confidential information with appropriate parties as needed.

Harassment of, or by, Employees, Visitors, Vendors, and Members of the Public

Harassment of any type, by or against employees, visitors, vendors, or members of the public, shall not be tolerated. This includes harassment because of race, color, religion, creed, sex, age, disability or medical condition, national origin, veteran status, and all other categories protected by federal, state, and local anti-discrimination laws. Such conduct by an employee may result in corrective action up to and including termination. Harassment may include any physical, verbal (including electronic), or visual conduct that creates an intimidating, offensive, or hostile environment that interferes with work performance. The following examples of harassment, without limitation, are specific to employees and supervisors, but the principles would also apply to visitors, vendors, and members of the public interacting with employees on the job:

- Submission to the conduct is either an explicit or implicit term or condition of employment;
- Submission to or rejection of the conduct is used as a basis for an employment decision affecting the person who did the submitting or rejecting; and
- The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.

The following examples of inappropriate workplace conduct that may be considered harassment include, without limitation:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs, or unwanted sexual advances, invitations, or comments;
- Visual conduct such as derogatory, racially- or sexually-oriented cartoons, clothing, drawings, posters, photographs, or gestures;
- Transmitting sexually-suggestive, derogatory, or offensive materials via agency computers (e.g., email) or accessing such information on the internet while at work;
- Physical conduct such as unwanted touching, gesturing, blocking normal movement, or interfering with an employee's ability to perform his or her work on the basis of sex, race, or any other protected basis;
- Threats or demands of a sexual nature affecting a term or condition of continued employment or receipt of services, or to avoid some other loss; and offers of employment benefits or extra privileges services in return; and
- Retaliation for reporting or threatening to report harassment.

Actions that may be defined as sexual harassment are not limited to a "supervisor to employee" situation, but may include actions of coworkers, actions by the same or opposite sex, and actions of individuals external to the SOS who have contact with employees in the work environment. Such behavior is unacceptable in the workplace itself and in other work-related settings such as business trips and social events with coworkers (whether or not the social event is sponsored by the SOS). Any such conduct by vendors or visitors to the Capitol grounds should be reported to a supervisor.

The SOS encourages, but does not require, employees to address harassment directly with the offending person when it occurs. Employees who believe they have been harassed, or observe harassment of another employee or citizen, are encouraged to immediately tell the person displaying offensive behavior to stop because he or she may not be aware that his or her conduct is unwelcome or offensive. Employees are encouraged to immediately report any incident of harassment to his or her supervisor or division director, deputy, or the Human Resources Division, even if it has been discussed directly with the individual(s) involved. **(See Reporting Discrimination, page 17.)**

The SOS believes the agency can effectively address such matters when employees advise the SOS of a problem in this area. Accordingly, the SOS needs cooperation in timely reporting any conduct that may be a form of harassment.

All complaints of harassment shall be investigated. Retaliation or discrimination against an employee who complains of harassment is strictly prohibited.

Section 4

Using State Property

Personal Use of State Property

The security of state property is vital to our success. All employees share responsibility for protecting state property. State property includes not only tangible items such as desks, computers, tools, and equipment, but also intangible property such as proprietary information. Proprietary information includes all information obtained by employees during the course of their work for the SOS. This manual, for example, is proprietary information. Other examples of proprietary information include, without limitation, corporation lists, applicant files, mailing lists, and computer records.

Employees shall return all items containing proprietary information, including this manual, upon resignation, retirement, or termination.

Office files, fax machines, and postage machines shall only be used for official business.

SOS stationery shall not be used for personal correspondence, since any information communicated on office stationery may be considered official.

Additionally, employees shall not use proprietary and/or confidential information for personal gain or to the detriment of SOS. Neither should they use SOS assets or labor for personal gain.

For privacy and security reasons, employees are not allowed to disclose personal addresses, email addresses, social media addresses, phone numbers, and other information about employees or former employees. Requests for such information shall be directed to the Human Resources Division.

State property includes, without limitation, equipment, tools and supplies, and originals or copies of:

- Information stored on magnetic media and in digital form;
- Computer software;
- Computer codes and documentation;
- Work notes and working papers;
- Management reports;
- Employee and third-party telephone numbers;
- Magazines, journals, books, and other materials purchased by the SOS;
- Business-related letters and brochures; and
- Any other work product that is the result of SOS employment.

Generally, tools and equipment shall be used only on SOS premises, except when necessary to complete office work off-site or at home, or when traveling on SOS business. Before removing tools or equipment from the premises, employees shall obtain authorization from their supervisors. Employees may consult individual division manuals for specific tool and equipment information.

Management Access to Work Files, Computers, and Work Areas

During the course of conducting business, management may, from time to time, review manual work files or access employees' computers, desks, or other storage areas with or without employee consent.

Personal Telephone Calls and SOS-Issued Cell Phones

Office telephones are a vital part of SOS business operations. Because of the large volume of business transacted by telephone, personal use of office telephones shall be limited to emergencies.

Cell phones are furnished to certain employees for performance of their duties. Employees should make all long-distance phone calls from their cell phones. Employees shall limit personal use of SOS cell phones in the same way they limit personal use of their office telephones. Employees who have excessive cell usage for personal calls may be subject to corrective action up to and including termination.

The SOS requires the safe use of its cell phones by employees. Employees shall not use cell phones while driving because of safety concerns, but instead pull to the side of the road to make or receive telephone calls, read a text, or text messages. If unable to pull over or stop prior to receiving a cell phone call, employees may utilize a hands-free device, keep the conversation brief, and immediately locate a safe area to park.

During work time, employees shall limit the use of their personal cell phone for calls, texts, and other uses (i.e. surfing the internet). Employees may set personal cell phones on the silent mode during work hours to avoid disturbing other workers.

Use of Capitol Facilities for Events

Employees utilizing Capitol facilities for any events shall comply with the written guidelines established for usage. Contact the Events Coordinator with questions 501-435-3306.

Information Technology (IT) Responsibilities

Computer workstations installed within SOS offices are SOS property and are provided to assist employees in performing their duties and responsibilities.

To protect data and software on SOS computers, employees are prohibited from loading personal software onto agency computers or laptops without written permission from the SOS Information Technology Director. Computer equipment shall not be used for personal projects even during lunch or after hours. All information on an SOS computer is subject to Freedom of Information Act (FOIA).

Employees and authorized network users may log on to the SOS network from any computer in the network to access their email, personal and shared network areas, and most other authorized applications.

Only minimal personal use of SOS computing devices is allowed and shall not interfere with legitimate SOS business. Email is also considered SOS property and shall be used for office business. Conveying emails that are not work-related from SOS computers is considered inappropriate and shall be avoided. Employees inappropriately using email for personal purposes are subject to corrective action up to and including termination.

Excessive use of the internet for personal reasons is prohibited. Employees are prohibited from using any state equipment to post on any social media site unless approved by the Secretary of State. Such use is subject to corrective action up to and including termination.

All activities performed on workstations may affect the availability of resources for part of or the entire SOS network. Unauthorized uses of SOS workstations include, without limitation:

- Bypassing or attempting to bypass SOS IT security and access control systems;
- Using workstations to play or download games or broadcast audio or video for non-business functions;
- Accessing non-SOS provided web email services, instant messaging, or Internet Relay Chat (IRC);
- Utilizing non-SOS-authorized peer-to-peer networking or peer-to-peer file sharing;
- Sending or sharing unauthorized confidential information; and
- Any activities other than their intended purposes including those that violate any federal, state, or local law or any other state or SOS policy.

Employees are accountable for their computers and any actions identified originating from them. Computers shall always be locked or logged off when unattended and passwords shall never be shared under any circumstance. If there is a problem with any piece of equipment or software, send an email to support@sos.arkansas.gov and give a description of the problem and how many users are affected.

Deleting a file or email does not permanently remove it from existence. Trained IT professionals may find any deleted material on a hard drive or server.

Driving During the Course of Work

Employees who are required to use a motor vehicle during the course of their work shall complete the *Authorization to Operate State Vehicles and Private Vehicles on State Business* form, and have a valid driver's license, approved driving record, and liability insurance. Drivers' records are updated periodically by the Human Resources Division. Additionally, copies of valid driver's licenses for all employees are kept on file. The SOS provides insurance for SOS vehicles.

If the SOS requires an employee to drive a personal vehicle on official business, then the employee shall maintain adequate automobile insurance, including minimum coverage as required by state law, and provide the Human Resources Division a copy of proof of such insurance. Employees who drive a

personal vehicle in the course of work are required to annually provide the SOS a copy of their paid liability insurance and current driver's licenses and authorizations to check current driving records.

If an employee's driving record is deemed unacceptable or his or her insurance expires, the employee may be subject to corrective action as described in the state's Vehicle Safety Program, at <http://www.arkansas.gov/svs/index.html>, which includes completion of a defensive driving course, revocation of driving privileges, or possible termination. Employees shall immediately notify the Human Resources Division if their license is revoked, suspended, or expired.

A driver who receives a ticket for driving while intoxicated (DWI), driving under the Influence (DUI), or driving without a license shall have his or her authorization to drive on state business, whether in a state vehicle or personal vehicle, suspended. Employees are responsible for notifying their supervisor and the Human Resources Director immediately if ticketed for any listed offenses.

Authorization to drive on state business may be reinstated only after evaluation and approval by the State Insurance Commissioner and written confirmation of completion of a defensive driving course approved by the Secretary of State (within sixty (60) days of the beginning of the suspension).

State Vehicles

State vehicles shall only be used for official business by SOS employees. All personal use is prohibited.

Section 5

Compensation, Timekeeping, and Performance

Work Hours

Standard SOS work hours are from 8:00 a.m. to 5:00 p.m., Monday through Friday, unless otherwise established by a division director. Starting time and ending time may be changed to accommodate the needs of specific divisions such as the State Capitol Police or Capitol Facilities Division.

Occasionally, additional hours (“overtime”) may be required to meet deadlines or meet the needs of the public. Regardless of position, employees are required to work additional hours as required.

Non-exempt (hourly) employees shall be compensated for overtime as outlined in the **Overtime Compensation section on page 26**.

Exempt (salaried) employees are paid a base salary for performance of their duties rather than payment for time actually worked. Accordingly, exempt employees are ineligible for overtime compensation.

The State Capitol Police are covered by different policies regarding standard work hours and shall adhere to those guidelines.

Although standard SOS work hours are from 8:00 a.m. to 5:00 p.m., Monday through Friday, for the purposes of calculating non-exempt overtime pay, the official workweek shall begin at 12:00 a.m. Sunday morning and end at 11:59 p.m. the following Saturday. Hours worked include all time spent working on official business. The official workday begins at 12:00 a.m. and ends at 11:59 p.m. of the same day.

Workday – A full workday for full-time employees is eight (8) hours.

Workweek – A full workweek for full-time employees is forty (40) hours.

Attendance and Punctuality

Management recognizes the need for employees to be absent from work due to illness or the need to take care of personal business during the standard workday. Accrued leave provides for these needs. Doctor, dentist, and other healthcare appointments may be charged to accrued sick leave. It is important to remember that excessive absenteeism, tardiness, and/or leaving early causes a burden for other employees who shoulder additional work in the absence of those employees. It is a requirement of each job that an employee report to work punctually and work all scheduled work hours. Reporting after one’s regular starting time is considered tardiness. There is no grace period. **(See Reporting Absences, page 24.)**

Absenteeism and Tardiness

Because excessive absences or tardiness may have a serious effect on work performance, excessive absences or tardiness may lead to corrective action up to and including termination.

Being present in the building does not count as being on time. Reporting to one's designated work station at regular starting time is considered being on time. If an employee does not arrive until fifteen (15) minutes after regular starting time, he or she shall be charged fifteen (15) minutes of leave time.

Occasionally, an employee may exhibit a pattern of absenteeism that may be corrected despite having sufficient accrued leave to cover those absences (e.g., consistently missing a specific day of the week, the day before or after a holiday, or the day before or after a scheduled vacation).

Absences approved under the Family and Medical Leave Act or other permissible purposes shall follow SOS guidelines.

If an employee is absent for medical reasons for more than three (3) consecutive days, the employee may be required to provide a physician's statement confirming suitability to return to work. **(See Sick Leave, page 32).**

Reporting Absences

Employees who are absent from work for any reason shall directly contact their supervisor or the supervisor's designee before the beginning of their scheduled shift. (Extenuating circumstances may be considered.)

An employee who is absent and fails to notify his or her supervisor may be subject to corrective action for "failure to report." Failure to report will cost the employee leave time and may initiate disciplinary action up to and including termination.

An employee who has been absent three (3) consecutive days without contacting his or her supervisor shall be considered to have voluntarily resigned.

Pay Days

All employees are paid bi-weekly on Fridays. Paychecks shall include earnings through the end of the previous payroll period. All new employees are required to sign up for direct deposit.

The SOS cannot guarantee the date when direct deposit funds are posted to the employee's account by his or her bank, and shall not accept any responsibility for deposits that may be posted to the employee's account later than expected.

W-2s

Total earnings and the amount of taxes deducted from the employee's paychecks are reported on an annual W-2 form. W-2s are provided to all employees no later than January 31 of each year. To ensure that W-2s are accurate and received on time, changes of name or home address shall be reported to the Payroll Officer by email as soon as they occur.

Employment Classifications

Positions are classified as either exempt or non-exempt according to criteria set forth by federal and state law.

Exempt employees* are paid a salary and not compensated with overtime or compensatory (“comp”) time. Exempt SOS employees are to be available for work whenever necessary.

Non-exempt employees* are paid on an hourly basis and may earn comp time at “straight” time or “time and a half”, depending on the number of hours they actually worked in that workweek.

Full-time regular employees* are employees who work a regular schedule of at least forty (40) hours each week. Full-time employees are eligible for all benefits offered by the SOS. Full-time regular employees may include both exempt and non-exempt employees.

Part-time regular employees* Part-time schedules for work consist of less than forty (40) hours per week. Part-time regular employees shall work at least 1,500 hours annually to be eligible for health and life insurance benefits and meet criteria as determined by the Employee Benefits Division. Part-time regular employees may include both exempt and non-exempt employees.

Part-time employees are eligible for accrual of annual and sick leave on a pro rata basis. Part-time employees shall also be eligible for holiday pay only when a state observed holiday occurs on a day that the part-time employee is regularly scheduled to work. For example, if a part-time employee works Tuesday - Friday, he or she shall not be paid for any holidays that occur on Monday but will be paid for any holiday that occurs on Tuesday - Friday. Part-time holiday pay shall be equal to the number of hours the employee would normally work on the day of the holiday. For example, if an employee works six (6) hours on a Friday, he or she would be paid six (6) hours holiday pay for a Friday holiday. Part-time employees may also be eligible to receive career service and merit lump sum payments on a pro rata basis.

Extra help employees* (either part-time or full-time) are employees who are hired for a limited period of time. Extra help employees are typically ineligible for benefits such as insurance or certain types of leave, including vacation, sick, or overtime. Extra help employees are eligible to receive holiday pay if they are in active pay status at least fifteen (15) minutes on their last scheduled work day before the holiday and at least fifteen (15) minutes on the first scheduled work day after the holiday.

Temporary (“temp”) employees are employees who are hired through a temporary agency and are ineligible for state benefits (insurance, retirement, annual and sick leave, or holidays). Temporary employees are employees of the temp agency and are not considered state employees. These employees may not drive state vehicles or their own vehicles for state business. The temp agency does not insure them for this activity, nor does the state cover the activity.

***NOTE: All employees** (except temp employees), regardless of classification, shall be enrolled in the Arkansas Public Employees Retirement System (APERS). The employee may request the withdrawal of his or her contributions upon leaving state government.

Time Sheets and Leave Entry

All employees are required to enter timesheets in the web-based timesheet program – *Employee Web Services (EWS)*. It is the responsibility of the employee and his or her supervisor to make corrections before the supervisor approves the employee's leave and/or time.

All time and leave entries shall be verified and approved by the appropriate supervisor before they are processed through payroll. Requests for leave shall be made as far in advance as possible.

The Human Resources Director, or designee, is authorized to approve timesheets and leave entries in the absence of critical personnel, including supervisors, managers, directors, and/or deputies who approve time/leave. If you have any questions about this process, please contact the Human Resources Division. (If the Human Resources Director is unable to make approvals, he or she shall designate a divisional staff member to complete the approvals.)

Overtime Compensation

(Applies to Non-Exempt Employees Only)

Non-exempt, hourly employees are paid based upon the number of hours worked. Time worked in addition to an employee's regular 40-hour workweek is accrued according to "straight time" or "time and a half". The employee's supervisor shall approve, in advance when possible, this additional time worked beyond the 40-hour workweek and an *Overtime Authorization* form, signed by the employee's immediate supervisor, shall be submitted to the Human Resources Division.

All hours in excess of forty (40) shall be accrued as compensatory time at a rate of "time and a half". Paid leave such as annual, sick, and holiday leave are not used to calculate compensatory ("comp") time.

If an employee requests leave from work, he or she shall use accrued compensatory time before taking any annual leave or holiday leave.

An employee may carry up to a maximum of 240 hours of "time and a half" or overtime hours and up to 200 hours of "straight time". When the balances exceed these maximums, any hours in excess are paid based on the employee's current hourly pay rate.

Upon termination with the SOS, an employee is compensated for remaining comp time based on the employee's current hourly rate of pay. Questions regarding comp time may be directed to the employee's supervisor or the Human Resources Director.

Career Service Recognition Payments

Employees shall receive Career Service Recognition Payments (CSRPs) upon completion of ten (10) or more years of cumulative state service in regular full-time or regular part-time positions. CSRPs are paid as lump sum payments, included with the first payroll after the career service date. CSRPs are considered part of an employee's salary only for the purpose of calculating retirement benefits.

Employees who work part-time in a regular, hourly position are eligible to receive a CSRP on a pro rata basis. For example, if an employee works fifty percent (50%) of the regular schedule or forty (40) hours per bi-weekly payroll, this employee would be eligible to receive fifty percent (50%) of the CSRP.

Act 914 of 2019 increased the CSRPs to the following amounts:

10-14 years	\$800.00
15-19 years	\$1,000.00
20-24 years	\$1,200.00
25 years or more	\$1,500.00

Performance Evaluations and Merit Pay

The SOS participates in a merit pay system that is based on employee performance.

Performance evaluations are critical to SOS productivity and employee success because they help maintain focus, clarify work standards and expectations, measure and align performance, identify training needs, and serve as tools to facilitate change. To provide employees feedback about their performance, and to facilitate two-way communication, supervisors may periodically provide employees with an evaluation of their performance.

The annual performance evaluation shall be accomplished with the use of an approved form suited to the mission of the SOS. Other evaluation and feedback may be periodically given through formal or informal conversations. The overall evaluation rating is determined at the discretion of the rating official based on the relative importance of each core performance expectation/standard as determined by the rater.

Any written disciplinary reprimand shall prohibit the award of a merit increase for the current rating period. All employees shall have twelve (12) months of continuous state employment before the merit payment date to be eligible for Merit Pay unless otherwise approved by the Secretary of State or the Chief Deputy.

Work During Legislative Sessions and Other Extenuating Circumstances

The Secretary of State reserves the right to require employees to work extended hours on holidays, during legislative sessions, or other times as necessary. Working on a state-paid holiday is not calculated as “overtime” unless the employee works beyond his or her regular work schedule during that particular week. Work beyond a regular schedule shall be compensated as described in other sections of this manual.

Personnel File

The SOS maintains a personnel file for each employee containing basic personal information (e.g., name, address, and phone number) and employment-related information such as copies of performance

evaluations, etc. If an employee wants to review his or her file, he or she may contact the Human Resources Director. An employee may request photocopies of any document in his or her file. Personnel files are the property of the SOS and shall not be removed from the Human Resources Director's office.

The SOS shall make every effort to restrict disclosure of personnel files to only authorized individuals within the scope of the law. Disclosure of personnel information to outside sources shall be limited. However, the SOS shall comply with lawful requests from authorized law enforcement agencies, or local, state, or federal agencies conducting official investigations or audits. The SOS shall also respond to subpoenas and FOIA requests.

Normally, the employee whose information is subject to a FOIA request is entitled to review the request and his or her file before the release of any information. The employee has a corresponding right to object to disclosure of any information not required by the Arkansas Transparency Act of 2011.

The Arkansas Transparency Act of 2011, as interpreted by the Department of Finance and Administration, requires that all state employee information with respect to position title, annual salary, name, gender, and race shall be published on the Transparency.Arkansas.gov website.

Changes in Personal Information

All employees are required to update personal contact phone numbers and emergency contact information. Employees may obtain change forms from the Human Resources Division.

To ensure that records are accurate and up-to-date, the employee shall notify the Human Resources Division whenever there is any change in the following information:

- Name, address, or telephone number;
- Marital status or number of dependents (for tax withholding), or beneficiary for life insurance, or APERS (retirement);
- Emergency contact's name, relationship, or daytime phone; and
- Education and training completed.

Termination and Exit Interview

Upon termination, whether voluntary or involuntary, employees shall return items that are state property. Such items include, without limitation: electronic badge used for entry; personnel manual; division procedural manual; hardware keys; cell phone; laptop; tools used in the work process; and uniforms if applicable. Employees shall return all items to the Human Resources Division.

An employee who resigns or retires may be asked to participate in a voluntary exit interview. If an exit interview is scheduled, the employee shall be notified by the Human Resources Division. The Secretary of State, or designee, will conduct the exit interview.

Section 6

Employee Benefits

Introduction

The state provides a benefits package which is designed to supplement employee wages. The state reserves the right to make changes to the benefits package, such as changing insurance carriers, coverage, or premiums. This section provides a general overview of current employee benefits.

Questions about state health insurance plans may be directed to the Employee Benefits Division (which is part of DF&A, not the SOS Human Resources Division). Please refer to EBD's website, www.arbenefits.org for current plan information.

The SOS also participates in the federal Unemployment Insurance and Social Security programs.

Payroll Deductions

The SOS is legally required to make certain deductions from employee paychecks each pay period. These include: federal income tax, Social Security, Medicare tax, and state income tax.

Additionally, the SOS complies with court orders to withhold funds from paychecks (e.g., child support, levies, court-ordered garnishments, etc.). The Human Resources Division shall be notified, in writing, by the issuing agency or court of any changes or corrections before changes to the payroll are made.

All questions about deductions from paychecks may be directed to the Human Resource Division or the Payroll Officer.

Insurance Benefits

Full-time regular employees (**See Employment Classifications, page 25**), are offered a benefits package that includes a choice of health insurance coverage. If the spouse of an SOS employee is offered health insurance by his or her employer, he or she is ineligible for coverage under the SOS employee's policy. However, dependent children may be included. Employees are responsible for paying a portion of the premiums which are deducted from the employee's paycheck each pay period.

For purposes of pre-tax deductions (including health, life, and miscellaneous voluntary pre-tax deductions), insurance plan years begins January 1 and end December 31. Any changes to pre-tax plans shall be submitted during the open fall enrollment period. All changes submitted during open enrollment become effective January 1 of the next year.

For family status changes that do not take place during the open enrollment period (e.g., marriage, divorce, birth of a child, loss of employment, etc.), an employee may obtain a *Benefits Change* form from the Human Resources Division to be submitted to EBD. **ALL FAMILY STATUS CHANGES** shall be reported to the EBD within thirty (30) days of the event. Any changes reported after the 30-day window shall not be eligible for plan changes until the next open enrollment period. The EBD website is www.arbenefits.org.

Insurance coverage may include, without limitation:

- Health insurance;
- Employee Assistance Program (EAP);
- Prescription drug benefits; and
- Life insurance (the state provides \$10,000 for each employee).

Although the state offers insurance coverage for employees and their dependents, conditions covered, claims processing, and actual benefit payments are between the employee and the insurance carrier. The SOS shall not accept any responsibility or liability for actions taken by any insurance company. For more information, contact the EBD at 501-682-9656 or www.arbenefits.org.

Prescription drug coverage is also included as part of the health insurance plan. There is no additional premium for prescription drug coverage.

High deductible plans are available. The state recommends employees under this coverage open a Health Savings Account (HSA). Funds in the HSA may only be used for medical expenses and roll over from year to year with accrued interest.

A dependent child is ineligible for coverage under state health insurance plans after the end of the month in which the dependent reaches the age of 26, unless the dependent is a qualified disabled dependent. Failure to notify the EBD promptly of this change of status may result in the loss of COBRA rights for a dependent child.

To protect employee's personal health information, HIPAA regulations limit the amount of assistance that the Human Resources Division may provide to employees regarding insurance.

Employee Assistance Program

Employees are responsible for their performance and for taking constructive action to resolve any personal problems that affect or threaten to affect their on-the-job performance. To assist with this responsibility, an Employee Assistance Program (EAP) is available to state employees to provide professional, confidential assistance for any type of personal problem. Programs encourage early intervention and awareness of problems and offer services as early as possible. These services are free and available to employees and those in their household.

Flexible Spending Accounts

In accordance with Section 125 of the IRS Code, the state has established a Flexible Spending Account (FSA) program known as the Arkansas Cafeteria Plan (ARCAP) which allows employees to set aside funds to cover certain expenses with pre-tax dollars. Eligible FSA expenses include:

- Dependent care (e.g., child or elder care expenses); and

- Out-of-pocket eligible medical expenses not covered by the employee's health insurance (e.g., annual deductibles, co-pay fees, items not covered by health insurance such as orthodontia; vision care, etc.).
-

Unlike the Health Savings Account (HSA), the FSA only rolls over a maximum of five hundred dollars (\$500) each year. Further information about FSAs is available from the Benefits Specialist.

Deferred Compensation

The Arkansas Diamond Deferred Compensation Plan offers tax-deferred investment opportunities to employees through automatic payroll deductions.

Newly-hired employees are automatically enrolled in the plan starting with his or her first paycheck. This automatic pre-tax contribution is three percent (3%) and will be deducted from the employee's eligible pay each pay period. An employee may opt out of the plan on his or her first day of employment by completing an *Opt-Out* form available from the Human Resources Division. There is an opt-out period of ninety (90) days from the date you receive your first paycheck. At that time, the employee may request withdrawal of the contributions already made. (This withdrawal will be taxable at time of withdrawal.)

For specific information regarding the Arkansas Diamond Deferred Compensation Plan, contact a representative at 501-301-9900.

Supplemental Insurance

Other types of supplemental insurance are available to employees. Information and enrollment forms for these programs are available from the Benefits Specialist in the Human Resources Division. The Benefits Specialist has information on several types of coverage from a number of providers for:

- Dental insurance;
- Vision care insurance;
- Cancer insurance;
- Long-term care insurance;
- Short- and long-term disability insurance; and
- Pre-paid legal services and an identity theft program.

COBRA

When employment is terminated, an employee and his or her dependents are no longer eligible for regular coverage under the state's health insurance plans. However, the employee may be eligible for continued coverage. In these cases the employee is responsible for paying the entire monthly premium for the coverage. This is a result of a federal law, the Consolidated Omnibus Budget Reconciliation Act (COBRA). EBD issues COBRA notification forms and HIPAA Certificates of Creditable Coverage.

Section 7

Types of Leave

Accrued Leave

Sick Leave

Sick leave provides paid leave for personal illness or injury, or the illness or injury of an immediate family member. Sick leave is not an entitlement to extra days off, but rather a benefit to be used only in time of need. Employees shall not use sick leave until it has been accrued. Employees cannot “borrow” leave against future accruals, or from other employees.

Sick leave shall only be used for only the following purposes:

- When the employee is unable to work because of sickness or injury; or for medical, dental, or optical treatment; and
- Death or illness of a member of the employee’s immediate family. Immediate family is defined as father, mother, sister, brother, spouse, child, grandparent, grandchild, father-in-law, mother-in-law, or any individual acting as a parent or guardian of an individual who is an immediate family member.

The use of sick leave is contingent upon the occurrence of one of the events listed above. If the event never occurs, the employee is not entitled to the sick leave benefits.

If an employee is frequently absent and the absences fall into a pattern of abuse (**See Absenteeism and Tardiness, page 23**), or if an employee is on sick leave for more than three (3) consecutive days, he or she may be required to provide a physician’s statement confirming release to return to work.

Full-time employees accrue sick leave at the rate of eight (8) hours per month. Extra help and temporary employees are ineligible for paid sick leave. Regular part-time employees accrue sick leave on a pro rata basis. Sick leave accrued during a calendar month is not considered to be earned by an employee until the last working day of the month, and shall not be used until the first working day of the following month. Leave shall be earned before it can be used. Sick leave may be requested in no less than fifteen (15) minute increments (0.25 of an hour).

For accrual purposes only, employees shall accrue one half of their monthly sick leave if employed on the first working day of the month and are in active status on the payroll through the 15th of that month. Employees shall accrue one half of their monthly sick leave if employed on the 16th of the month and are in active status on the payroll through the last working day of that month. (If the 16th occurs on a weekend or holiday, accrual begins on the first (1st) working day thereafter.) Employees may not borrow from anticipated future accruals.

Sick leave may be carried over from one calendar year to the next with no maximum cap.

If an employee has exhausted all accrued sick leave, he or she may substitute annual leave, holiday leave, or earned comp time for absences due to illness or injury. If no other leave has accrued, the employee's absence shall be leave without pay (LWOP). Sick leave shall not accrue while an employee is on LWOP. If a holiday occurs on a day when the employee is on sick leave, the absence will be charged to the holiday, and not to sick leave.

Sick leave is not included as hours worked for the purpose of calculating non-exempt overtime.

Upon retirement, an employee may be eligible to receive a portion of his or her unused sick leave in a lump sum payment. Such payment is not considered salary for the purposes of calculating retirement, and will not be considered as exceeding the line item maximum salary for the position. Employees should contact the Human Resources Division for specific regulations in place at the time of their retirement. (Sick leave is not paid out upon an employee's termination or resignation.)

Employees who transfer to another position in state government shall have their remaining sick leave balance (up to 120 days/960 hours) transferred to the new position. Unused sick leave may be donated at any time to the SOS Catastrophic Leave Bank.

Annual Leave

Calculation of annual leave accruals for full-time employees is determined by their years of state service. Extra help and temporary employees are ineligible for paid annual leave. Part-time employees accrue annual leave on a pro rata basis.

Full-time regular employees earn annual leave time according to the chart below:

Service Time	Leave Per Month
Year 0 – 3	8 hrs.
Year 4 – 5	10 hrs.
Year 6– 12	12 hrs.
Year 13 – 20	14 hrs.
Year 21 and over	15 hrs.

NOTE: All changes in annual leave accrual rates shall take place the first day of the month following an employee's "leave accrual date", a date determined the employee's total years of state service.

Employees shall not use annual leave until it has been accrued. Employees shall not "borrow" leave against future accruals, or from other employees. Annual leave is not accrued during periods of LWOP.

Annual leave may be requested in no less than fifteen (15) minute increments (0.25 of an hour). Employees may elect to use accrued annual leave for illnesses, provided that sick leave is not available. (However, sick leave shall not be substituted for annual leave when annual leave is not available.)

Annual leave requests shall be submitted as far in advance as possible. When requesting leave, an employee should provide fifteen (15) to thirty (30) days advance notice whenever possible. Because of work requirements, it may be necessary from time to time to withhold approval of requested annual leave. Supervisors retain the right to decline requests at their discretion and to require written requests for annual leave on prescribed forms.

If a paid holiday occurs during the employee's use of annual leave, that day shall be considered as a holiday, and annual leave shall not be charged for the holiday.

Annual leave shall be cumulative. No employee shall have more than 320 hours of annual leave at the end of each calendar year. However, annual leave may exceed 320 hours by approval of the Human Resources Director and the Chief Deputy. Employees hired after December 31, 2020, must adhere to this policy. Employees hired before January 1, 2021, will be "grandfathered" in and allowed to carry-over their annual leave balance that exceeds 320 hours, but encouraged to begin utilizing their accrued leave when possible with the goal of drawing down their vacation balance to 320 hours or less. At that point, an employee will not be allowed to carry over more than 320 hours. If an employee that was hired prior to 12-31-20 ends the calendar year with a balance of less than 320 hours, that employee will fall into the new leave accrual policy and be limited to a carry-over balance of 320 hours in the future.

Should an employee leave SOS employment and not transfer to another state job, the employee shall be paid for accrued, unused annual and holiday leave, up to a maximum of 240 hours. This payment shall be made after receipt of the employee's final attendance records and is subject to standard payroll tax deductions. This lump sum payment will not be considered salary for the purpose of calculating retirement and shall not be considered as exceeding the line item maximum for the position. Any hours in excess of 240 shall be forfeited or may be donated by the employee to the SOS Catastrophic Leave Bank.

Employees transferring to another state position may transfer unused annual leave (up to thirty (30) days or 240 hours) to the new position.

Annual leave is not counted as hours worked for the purpose of calculating non-exempt overtime.

Holidays and Birthdays

The SOS observes eleven (11) paid holidays annually. Holidays observed include:

Holiday	Celebrated Day
New Year's Day	January 1
Dr. Martin Luther King, Jr.'s Birthday	Third Monday in January
George Washington's Birthday / Daisy Gatson Bates Day	Third Monday in February
Memorial Day	Last Monday in May
Independence Day	July 4

Labor Day	First Monday in September
Veterans Day	November 11
Thanksgiving Day	Fourth Thursday in November
Friday following Thanksgiving <i>Contingent upon Governor's Proclamation</i>	Fourth Friday of November
Christmas Eve	December 24
Christmas Day	December 25
Employee's Birthday	(Insert your month & day)

If a holiday occurs on a Saturday, it shall usually be observed on the preceding Friday. Holidays that occur on Sunday shall usually be observed on the following Monday.

Employees do not have to take birthday leave on their birthday but may do so according to standard leave-scheduling policies.

Part-time employees shall only be paid for holidays that occur on days that they are usually scheduled to work. Extra-help employees are eligible for holiday leave if they are in active pay status for at least fifteen (15) minutes on both the work day before and the work day after the holiday.

If an employee leaves state employment, he or she shall be paid for no more than 240 hours of combined unused holiday and annual leave.

If an employee works on a state-observed holiday, he or she shall accrue holiday leave that can be taken at a later date. Accrued holiday leave shall be used before any annual leave time is used.

Order of leave usage:

- Comp time (except for illness; then sick leave may be used)
- Holiday (accrued)
- Annual – for vacation
- Sick – for sick days
- Birthday

Special Leave

Family and Medical Leave Act (FMLA)

The SOS complies with provisions of the federal Family and Medical Leave Act (FMLA) and, where applicable, state family and medical leave laws. Information about the employee's rights under FMLA may be found at <https://www.dol.gov/whd/fmla/> and in print version in the Human Resources Division.

Eligibility for Family Medical Leave (FML) depends on the employee's length of employment. The employee shall have worked for the state for twelve (12) months (does not have to be twelve (12) consecutive months) and have worked at least 1,250 hours during the last continuous twelve (12) months. The leave shall be for an employee's serious health condition or the serious health condition of an immediate family member for whom they must care. For forms or detailed information regarding FML, contact the Human Resources Division.

To expedite the FMLA process, employees shall:

- Notify the Human Resources Division as soon as he or she knows FML may be needed. Employees shall be provided with a US Department of Labor fact sheet which provides general information about FML coverage. (The fact sheet indicates that the employee should provide thirty (30) days' advance notice OR immediately upon learning of the possible need for FML.);
- Obtain the fact sheet and certification forms from the Human Resources Division to be filled out by his or her healthcare provider. Certification forms shall be returned to the Human Resources Division within fifteen (15) days; and
- Follow up with his or her healthcare provider to ensure that the forms have been completed and returned to the Human Resources Division.

After receiving documentation from the healthcare provider, the Human Resources Division will inform the employees whether or not FML is approved or denied.

Employees are also required to obtain similar information when a family member (as defined on the fact sheet) needs his or her care.

FMLA Return to Work

When leave is taken by an employee for a serious health condition, he or she shall present to the Human Resources Division a fitness-for-duty certificate and/or physician's release to return to work indicating the ability to fulfill job duties, the date of return, and reasonable accommodations needed, if any. (Some positions do not have light duty available.) The Human Resources Division has a *Return to Work* form that the employee may give to his or her doctor for completion.

Upon return from FML, an employee shall be restored to (a) the position formerly occupied, if available, or (b) an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

Apart from the paid leave actually used during the FMLA period, the taking of leave shall not result in the loss of any employment benefit accrued prior to the date on which the leave commenced. However, no seniority or employment benefits shall be accrued during the period of leave. The employee is not afforded any right, benefit, or position of employment other than any right, benefit, or position which the employee had if the employee had not taken leave.

Organ and Bone Marrow Donations

Employees may take up to thirty (30) days of paid leave (per calendar year) to serve as an organ donor. Employees are additionally allowed up to seven (7) days of paid leave (per calendar year) to serve as a bone marrow donor. Employees shall present documents indicating their participation in the donor process to the Human Resources Division.

Bereavement Leave

The SOS provides paid leave to employees dealing with the loss of loved ones. For death of an immediate family member (spouse, child, parent, grandchild, grandparent, and sibling or the employee's spouse's child, parent, grandchild, grandparent), an employee is entitled to up to three (3) days of paid leave annually. Special circumstances where additional time is needed may be approved by the Secretary of State or Chief Deputy.

If an employee requires additional leave after bereavement leave, he or she may use accrued annual or sick leave. The Secretary of State or the Chief Deputy may grant additional bereavement leave due to circumstances, at his or her discretion.

Requests for bereavement leave shall be approved by the appropriate supervisor before entering the leave into the web-based timesheet program. For purposes of timekeeping, supervisors may be asked by the Payroll Officer or the Human Resources Director to verify bereavement leave before it is entered into the timesheet program.

An employee may contact the Human Resources Division for further information.

Catastrophic Leave

The SOS has a Catastrophic Leave program which may provide paid leave to employees who have exhausted all of their leave and need additional leave when they are unable to perform their duties due to catastrophic illness or injury. While the SOS administers its own Catastrophic Leave program, the provisions and requirements of the program are modeled on those established by DFA for state agencies. Program requirements may be found at

<https://www.dfa.arkansas.gov/images/uploads/personalManagementOffice/47-CatastrophicLeave.pdf>

A Catastrophic Leave Committee, comprised of SOS staff with input from medical practitioners/experts, determines catastrophic leave eligibility. Employees requesting catastrophic leave must submit a completed application, accompanied by a physician's certification, to the Catastrophic Leave Committee for review and approval. *Physician's Certification* forms may be obtained from the Human Resources Division.

Children's Education Activities Leave

Act 1028 of 2007 permits full-time state employees eight (8) hours of Children's Educational Activity Leave during any one (1) calendar year to attend, or assist with, their children's school-sponsored

educational activity. This leave may be taken in fifteen (15) minute increments, but shall be approved by a supervisor **before** it is taken. Unused Children's Educational Activity Leave shall not be carried over to the next calendar year and is not compensable at retirement.

"Child" means a person aged three (3) and up who is enrolled in pre-kindergarten through grade twelve (12) and who is of the following relation to a state employee:

- Natural child;
- Adopted child;
- Stepchild;
- Foster child;
- Grandchild;
- Ward of the state employee by virtue of the state employee having been appointed the person's legal guardian or custodian; or
- Any other legal capacity in which the employee is acting as a parent for the child.

"Educational activity" means any school-sponsored activity, which includes without limitation:

- A parent-teacher conference;
- Participation in school-sponsored tutoring;
- Participation in a school-sponsored volunteer program;
- A field trip;
- A classroom program;
- A school committee meeting;
- An academic competition; and
- Assisting with athletic, music, or theater programs.

Contact the Human Resources Division for more information on this program. Request forms shall be completed, approved, and sent to the Payroll Officer for payroll processing.

Maternity/Paternity Leave

Maternity/paternity leave shall be treated as any other leave for sickness or disability. Accumulated sick leave and annual leave, if requested by the employee, shall be granted for maternity/paternity use, after which leave without pay may be used. The employee shall apply for FMLA unpaid leave, if he or she meets the eligibility requirements.

In accordance with ACA § 21-4-214, Catastrophic Leave may be used for female employees on maternity leave. It shall not be used for paternity leave. The eligibility requirement of one (1) year completed state employment still stands, however, the 1,250-hour requirement shall not apply.

Catastrophic Leave for maternity purposes may be granted to a female employee after (a) the birth of the employee's biological child or (b) the placement of an adoptive child in the home of the employee.

An employee on Catastrophic Leave for maternity purposes is not required to exhaust sick or annual leave before being granted Catastrophic Leave. Up to four (4) consecutive weeks of Catastrophic Leave with full pay may be granted to an employee for maternity purposes. The employee shall be eligible for the leave only within the first twelve (12) weeks following the birth or adoption of a child.

After the expiration of the four (4) weeks of leave, maternity leave shall be treated as any other leave for sickness or disability. Catastrophic Leave for maternity purposes shall run concurrently with FML under the FMLA.

Any application for Catastrophic Leave shall be accompanied by a medical certification from a physician.

An employee shall not accrue any leave while on Catastrophic Leave for maternity purposes.

Check with the Human Resources Division for special rulings for unmarried parents and for parents who both work for the SOS under FMLA guidelines.

Military Leaves of Absence

Employees shall be granted leaves of absence as required by law for the purpose of fulfilling any military obligation. Employees are required to provide reasonable advance notice of the need for such leave. Upon return from leave, employees are required to present proof of participation in the approved activity, such as military orders.

Training or Service Leave

Employees who are called to active duty in emergency situations as declared by the Governor or the President for more than thirty (30) consecutive days shall be eligible for continued proportionate salary payments. These payments are made in accordance with Act 2113 of 2005, as codified at ACA § 21-5-1202.

Employees enrolled in the military who are called to duty training may be awarded up to fifteen (15) days (120 hours) paid military leave per year. This leave is in addition to the thirty (30) days for emergency situations as explained above. Leave of absence for military training or service and return to work from such leave shall be in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994 and other applicable laws.

Group medical benefits while on military training leave shall be in accordance with state insurance policies and state and federal law in effect at the time of the leave.

Employees may contact the Human Resources Director for further information on military leave.

Service Connected Disability Leave

Employees who have been rated by the United States Department of Veterans Affairs (VA) or its predecessor to have incurred a military service-connected disability and have been scheduled by the VA to be reexamined or treated for the disability shall be eligible for a leave of absence not to exceed six (6) days during any one (1) calendar year in addition to the employee's regular salary, annual leave, and sick leave. The employee maintains all benefits, rights, and privileges to which he or she is entitled during the leave of absence. The employee shall be required to provide documentation of reexamination or treatment for the disability.

Court and Jury Duty Leave

Employees are entitled to leave with pay when they are summoned for jury duty or are subpoenaed as a witness.

If an employee is called to serve on a jury or is subpoenaed to appear in any court, the employee is required to notify his or her supervisor as far in advance as possible. The employee shall also be required to provide documentation from the court regarding the appearance and any required jury training.

Some courts have potential jurors call in on the day of jury duty. Potential jurors call in and may or may not have to go to the courthouse on that day. If the employee has to go to the courthouse on that day, then he or she has leave with pay. If, however, an employee calls in and is not selected for jury duty, then he or she shall report to work as soon as possible. A phone call to the court shall not count as a day of leave with pay. The employee is responsible for explaining to his or her supervisor the terms of the call in and on what days he or she may be on jury duty leave.

When an employee is called to serve as a witness by subpoena and is not being paid (to witness) or is not a party to the matter, the employee will be paid for the absence, regardless of whether it is within the scope of the employee's job. The employee shall be required to take annual leave to attend any deposition, hearing, or court appearance if the matter is outside the employee's scope of employment and the employee is being paid as an expert witness or is a party to the matter.

A State Capitol Police officer who is subpoenaed to appear at a time when the officer is not scheduled for regular duty is entitled to retain witness and mileage fees. An employee who works night shifts and is required to serve in court during the day or is subpoenaed as a witness to give a deposition in court or at a hearing, not including litigation to which the employee is a party or service as a paid witness outside the scope of state employment, shall be allowed to take court and jury leave on the night shift of the day on which he or she served, provided that proper documentation is provided from the court to support the appearance.

In accordance with Act 1845 of 2005, state employees are generally prohibited from retaining witness fees or mileage fees when subpoenaed as a witness for a matter that is within the scope of the employee's job.

Time Off to Vote

The SOS encourages citizens to participate in democracy's most valued privilege – the right to vote. Time off for voting may be granted at a time that is most convenient for an employee's department and should be requested from his or her supervisor in advance. Employees who do not have sufficient time outside of their regular working hours to vote in an election may request time off to vote (using accrued vacation, holiday, or comp time).

Disaster Leave

Disaster leave with pay may be granted for not more than fifteen (15) working days in any calendar year without loss of wages, accrued leave, comp time, or other earned compensation. Disaster leave shall be granted only for disaster relief services occurring within the State of Arkansas or for disaster relief services occurring within contiguous states.

Leave for disaster relief services is available to employees who:

- Have been trained and certified as a disaster service volunteer by the American Red Cross;
- Have been requested to provide specialized disaster relief services by the Red Cross in connection with a disaster (as defined in ACA § 12-75-103(2));
- Request Disaster Service Volunteer Leave; and
- Obtain consent from the SOS.

Personal Loss

In accordance with Executive Order 08-09, state employees may take emergency paid leave to take care of the losses they incur in the wake of severe weather conditions.

Personal Leave of Absence and Leave Without Pay

If an employee encounters circumstances that are not covered by other types of leave listed in this section, he or she may contact the Human Resources Director to request a personal leave of absence or extended leave without pay.

Employees shall not take leave without pay until all annual leave has been exhausted, except in cases of maternity/paternity leave, inclement weather, budget reductions as determined by the SOS Chief Deputy, and SOS disciplinary actions. Maternity and paternity leave have different criteria of leave use and may be discussed with the Human Resources Director.

Requests for a personal leave of absence or leave without pay may be approved by the Secretary of State or Chief Deputy on a case-by-case basis. Any such period of leave shall not exceed six (6) continuous months, unless extended by the Secretary of State. Employees may be dismissed from employment if they fail to report to work promptly after the expiration of the period of leave without pay.

An employee who accumulates ten (10) consecutive or nonconsecutive days of leave without pay during one (1) calendar month shall lose the leave accruals for that month.

Employees may choose to discontinue health insurance while on leave without pay; however, those employees shall not be able to re-enroll until the next open enrollment period. To continue group insurance, employees may contact the Benefits Specialist for instructions.

For further details on this type of leave, please contact the Human Resources Director or the Benefits Specialist.

For further information regarding use of leave or necessary forms, please contact the Human Resources Division.

Section 8

Work-Related Injuries and Illness

Workers' Compensation Insurance Benefits

The SOS participates in the state's workers' compensation program, codified at ACA § 11-9-101 et seq. For an employee to be eligible to receive benefits, the injury or illness must arise out of, or happen during the course of, assigned job duties.

Workers' compensation benefits include partial payment of lost wages and/or payment for required medical treatment. Wage benefits generally begin several days after disability occurs. The insurance company, in accordance with state law, determines the benefit amount. In the event of death due to a work related injury or illness, a death benefit may be paid to the employee's surviving spouse, children, or both.

If the employee is unable to work due to the work-related injury or illness, the leave of absence shall be a combination of workers' compensation and FMLA leave (if employee is eligible). The leave shall count toward the twelve (12) weeks of leave to which the employee is entitled under FMLA. **(See Family and Medical Leave Act (FMLA), Page 35.)**

Reporting Work-Related Injuries and Illnesses

The Workers' Compensation Commission has implemented a new process for reporting on-the-job injuries called the *Company Nurse Injury Hotline*.

If an employee is injured and the injury is deemed life-threatening or beyond basic first-aid, the employee's supervisor or any immediate employee shall call 911 for emergency treatment.

If the employee is able, he or she should call the Hotline. If the employee is unable, the supervisor shall call the Hotline to report the incident. Report SHALL be made immediately.

There is no excuse because of time of day – the Hotline is answered 24/7. The Hotline number is 1-855-339-1893; SOS Code: QR71

Tips for reporting work-related injuries and illnesses include:

- Unless physically hindered, employees shall immediately notify their supervisor of a work-related injury or illness;
- If NO medical treatment is needed (or employee refuses treatment), DO NOT call the Hotline; The employee's supervisor shall complete an incident/accident report for the employee's personnel file and send to the Human Resources Division immediately; and
- If treatment is necessary, but not an emergency, a supervisor or another employee shall call the Hotline and report the incident.

A registered nurse will gather the appropriate information, make care recommendations, direct the employee to a healthcare provider in the area, and send the employee's information to this provider.

The claim forms will be electronically generated by the nurse and emailed to the Human Resources Division. When the forms are received by the Human Resources Division, the employee and his or her supervisor shall review the forms for accuracy and add missing or additional information before signing. The forms shall be faxed to the Public Employee Claim Division of the Insurance Department.

All supervisors have been issued cards with the phone number for the *Company Nurse Injury Hotline*. There are also small posters in various areas of the buildings with this information.

Returning to Work and Continuation of Benefits

Returning to work from a work-related injury or illness follows the procedure used under FMLA. **(See FMLA Return to Work, page 36).** If the employee must be off work for an extended period of time, FML will run concurrently with Workers' Compensation. Thus, the employee will return to the same or a substantially similar position if the employee returns before the FMLA entitlement expires. If the employee is unable to return to work by the time the FML expires, return to work will be based on "position availability" as outlined under Personal Leave of Absence basis for a period of up to one (1) year. **(See Family and Medical Leave Act (FMLA), page 35.)** After one (1) year, the SOS cannot make any return to work guarantees. Eligibility for insurance coverage continuation shall be as outlined under FMLA. As is the case for all other unpaid leaves of absence, annual and sick leave shall not accrue while on workers' compensation leave.

Section 9

Safety and Health

Safety and Health

It is extremely important that each employee understand the following rights and responsibilities:

- No employee is expected to undertake a job until he or she has received authorization and instruction on proper performance;
- No employee shall undertake a job that appears to be unsafe;
- Mechanical safeguards shall be in place;
- Equipment operators shall receive proper instruction regarding equipment prior to usage;
- Employees shall report any unsafe acts or conditions observed during work or on state property to the attention of his or her immediate supervisor or the Human Resources Division; and
- Any injury or illness that the employee believes to be work-related, no matter how slight, shall be immediately reported to his or her supervisor AND the Human Resources Director.

Communicable Illness

Communicable Illnesses and Medical Care

Any employee of the Office of the Secretary of State who believes he or she has contracted a communicable illness that may be transmitted in a business setting must contact his or her supervisor to report the symptoms or illness. Individuals with suspected or confirmed communicable illnesses are encouraged to seek proper medical care, counseling, and education. Any employee of the Office of the Secretary of State who has a suspected or confirmed communicable illness and who is experiencing difficulty in obtaining expert medical care and/or counseling is encouraged to seek assistance from the Human Resources Division. At any time, the Office of the Secretary of State may require an individual to be assessed by a physician to determine fitness for duty and to provide documentation of such fitness before continuing to attend work or before returning to the office.

Confidentiality

The Office of the Secretary of State recognizes the importance of protecting, to the greatest extent possible, the confidentiality and privacy interests of all employees suspected of having or who have a communicable illness. Accordingly, such information shall be handled in compliance with federal and state law. Supervisors and, if applicable, the Human Resources Division, shall disclose only limited details of an employee's medical information, and with no personnel other than those necessary to ensure the health and safety of other employees and the public, and in a manner consistent with all applicable laws. Assessment of an employee to determine fitness for duty or identify relevant work restrictions

shall be performed solely by appropriate licensed medical personnel. Only the results of such an assessment of fitness for duty shall be shared with the employee's supervisor and the Human Resources Division when needed to manage employment and work-related issues.

Reporting and Review Requirements for Certain Communicable Illnesses

Employees who know they have a communicable illness or who have a reasonable basis for believing that they have a communicable illness have an obligation to conduct themselves responsibly for their own protection and the protection of other employees and the public. Employees with communicable illnesses must not knowingly engage in any activity that creates a material risk of transmission to others. Decisions regarding restrictions on or modifications of employment and duties/activities as a result of a communicable illness will be made on a case-by-case basis, and will be made on the basis of the type and nature of the communicable illness, the nature of the employee's work or work setting, and the risk to the health of the employee or others. Such restrictions or modifications may include, among other things, changes in job functions, location, or work schedule, and/or removing the employee from the work setting. The Office of the Secretary of State shall make efforts to implement such decisions as discreetly and confidentially as possible. All employees of the Office of the Secretary of State must comply with these provisions.

Code of Safe Practices

The following safe practices apply to all employees. Employees not adhering to safe work practices may be subject to corrective action up to and including termination.

- In the event of a fire, contact the State Capitol Police at 501-682-5173. If a formal evacuation is required, evacuate the building in accordance with designated evacuation procedures. Stop work and proceed to the nearest clear exit. Gather at the appointed location for your particular work section;
- When an employee is carrying objects, he or she should exercise care to avoid over-exertion and strain. When lifting heavy objects, an employee should try to use the large muscles of the leg instead of the smaller muscles of the back, to avoid back injury;
- When involved in strenuous activities, employees are encouraged to take regular rest periods and vary work periodically to minimize strain;
- Employees shall follow all prevention methods outlined in any training sessions provided;
- Work shall be well planned and supervised to prevent injuries in the handling of all materials and equipment; and
- No horseplay is allowed at any time.

Emergency Evacuation

Evacuation plans for each division are posted in every office area. Time should be taken to review and become familiar with the plan. Employee safety and the safety of others are dependent on knowing what to do in the event of an emergency.

In the event of an emergency evacuation, all employees shall immediately report to their assigned emergency location. All employees are to remain at the assigned location until a roll call is completed and instructions are given. Employees may leave the emergency location only after receiving permission from their office's designated Emergency Coordinator, or in that person's absence, the most senior manager present during the emergency. Strict compliance with this procedure is essential for safety.

Any employee requiring assistance to accommodate a disability shall notify their supervisor **BEFORE** an emergency occurs so arrangements may be made for the evacuation.

Workstation Conditions and Health

When working at a desk, observe the following health and safety steps:

- For computer workstations, background and screen lighting shall be compatible and adjustable whenever possible;
- Computer screens shall be positioned to prevent eye, back, and muscle strain;
- Areas shall be kept free of debris and tangled electrical cords;
- Space heaters shall be plugged directly into a wall outlet, not a power strip. When leaving for the day, heaters shall be turned off and unplugged;
- Toaster ovens shall be turned off and unplugged; and
- Power strips are often necessary, but shall not be linked together. Employees shall contact the Capitol Facilities Division for assistance in finding a solution, such as power strips with longer cords or additional electrical outlets.

Drug Policy

Compliance with the Drug-Free Workplace Act

The SOS complies with the federal Drug-Free Workplace Act and is committed to providing a safe, healthy, and efficient working environment for all employees. Any employee convicted of violating a criminal drug statute shall notify his or her supervisor of the conviction within five (5) business days. Failure to report the conviction may result in corrective action up to and including termination. If an employee is arrested and convicted of violating a criminal drug statute, he or she may be suspended

until the outcome of the event is communicated to the Secretary of State and the Chief Deputy, at which time a disciplinary action may be taken up to and including termination.

Alcohol and Illegal Drugs at Work

To maintain a safe working environment, employees are prohibited from:

- Selling, purchasing, transferring, or possessing any illegal* drug during work hours or on state property** at any time;
- Drinking alcohol and/or taking any illegal drug while on duty or performing work activities, especially when operating machinery or driving; and
- Abusing inhalants or prescription drugs or possessing prescription drugs that have not been specifically prescribed for the employee by a medical provider.

Taking legally-prescribed medications or over-the-counter medications is permitted to the extent that use of such medications shall not adversely affect job performance or the safety of the individual employee or others.

* An “illegal drug” is defined as any substance deemed illegal under federal or state law.

** For the purpose of this policy, “state property” applies not only to other government property, but also any location where the employee may be performing work for the SOS (even if the employee is working at home for any reason).

Medical Marijuana

The SOS shall not discriminate against a job applicant or employee in hiring, termination, or any term or condition of employment, or otherwise penalize an applicant or employee, based on the applicant’s past or present status as a “**Qualifying Patient**” or designated caregiver.

For purposes of this policy, a “Qualifying Patient” means a person who has been diagnosed by a physician as having a qualifying medical condition and who has registered with the Arkansas Department of Health in accordance with the Arkansas Medical Marijuana Amendment of 2016.

Employees in Safety-Sensitive Positions

A safety-sensitive position means:

- (1) Any position involving a safety-sensitive function pursuant to federal regulations governing drug and alcohol testing adopted by the US Department of Transportation or any other rules, guidelines, or regulations adopted by any other federal or state agency; or
- (2) Any position designated in writing by the SOS as a safety-sensitive position in which an employee occupying the position while under the influence of alcohol or drugs may constitute a threat to health or safety, including positions in which a lapse of attention could result in injury, illness, or death (including

operating, repairing, maintaining, or monitoring heavy equipment, machinery, aircraft, motorized watercraft, or motor vehicles as part of the job duties) or positions that require any of the following activities:

- A. Carrying a firearm;
- B. Performing life-threatening procedures;
- C. Working with confidential information or documents pertaining to criminal investigations; or
- D. Working with hazardous or flammable materials, controlled substances, food, or medicine.

The SOS will identify those positions that are safety-sensitive positions.

As a condition of employment in safety-sensitive positions, employees agree to random drug testing. Employees in these positions may be randomly selected at intervals determined by the SOS. Once an employee is selected for testing, he or she shall report for drug testing procedures. If changes in the job duties associated with a position make that position safety-sensitive, any employee holding the position shall agree to random drug testing as a condition of continued employment in that position.

Prescription and Over-the-Counter Drugs

For purposes of this policy, "prescription" and "prescribed medication" mean a written or oral order for a pharmaceutical drug for use by a particular person given by a licensed practitioner in the course of professional practice, including controlled substances prescribed in accordance with the regulations promulgated by the director of the US Drug Enforcement Administration pursuant to federal drug abuse control laws. This definition does not include a recommendation for use of medical marijuana, as the use of marijuana by a covered employee is prohibited during working hours, including any lunch or other breaks.

Prescription and over-the-counter drugs are not prohibited when taken in standard dosage and according to a licensed practitioner's prescription. Any employee taking prescribed or over-the-counter medication shall be responsible for consulting his or her prescribing practitioner and/or pharmacist to ascertain whether the medication may interfere with safe and competent performance of his or her job. If the use of a medication may compromise the safety or competency of the employee, fellow employees, or the public, it is the employee's responsibility to use appropriate personnel procedures (e.g., call in sick, use leave, request change of duty, notify supervisor) to avoid unsafe workplace practices.

The illegal or unauthorized use of prescription drugs is prohibited. It is a violation of this policy to intentionally misuse or abuse prescription medications. Appropriate disciplinary action shall be taken if job performance deteriorates or accidents occur.

Prohibited Behavior

The illegal or unauthorized use of prescription drugs is prohibited. Further, it is a violation of this policy for an employee to possess, manufacture, use, sell or transfer, or be impaired by alcohol, marijuana, controlled substances, or other intoxicants during working hours. All employees are prohibited from testing positive for metabolites of substances that are listed in the schedules of the federal Controlled Substances Act and the State of Arkansas Uniform Controlled Substances Act.

The use of any illegal drug covered under the federal Controlled Substances Act, USC Title 21, Section 812, is prohibited. The use of marijuana for any purpose, including medical, is also prohibited during working hours or when representing the SOS. All illegal substances or drugs, including illegal synthetics, marijuana, and drug paraphernalia, are prohibited on State Capitol grounds. Violations of this policy may be cause for intervention that may result in referral to mandatory treatment and/or corrective or disciplinary action up to and including termination.

Alcohol and Drug Testing

The SOS will require alcohol or drug testing when:

- A reasonable suspicion exists that an employee is under the influence of any controlled substance, drug, or alcohol while on the job or in the workplace; or
- An accident*, near miss, or incident occurs in which safety precautions are violated or careless acts are performed, and a reasonable suspicion exists that an employee is under the influence.

**In the event of a workplace accident, the employee may be required to submit to a drug test.*

Alcohol and drug testing will be paid for by the SOS. Test results shall be kept confidential. A positive test is grounds for corrective action up to and including termination.

Any employee who does not consent to and fully cooperate with an approved alcohol or drug testing procedure is subject to corrective action up to and including termination.

Treatment for Chemical Dependencies

The SOS is not obligated to continue to employ a person whose job performance is impaired because of drug or alcohol use, nor is the SOS obligated to re-employ any person who has participated in treatment and/or rehabilitation if the former employee's job performance did not meet the job requirements.

Employees should contact the EBD at <http://www.arbenefits.org> to find out if chemical dependency treatment is covered under their insurance plans and what programs are available through the Employee Assistance Program (EAP).

Workplace Security

Workplace security and violence are safety issues that require the attention of all employees. Types of workplace violence that may occur include, without limitation:

- A violent act by an assailant, with no specific relationship to state government, committed on Capitol grounds;
- A violent act or threat of violence by a recipient of a service provided by the SOS or other state governmental entity on Capitol grounds; and
- A violent act or threat of violence by a current or former employee, or another person who has some employment-related involvement with the SOS (e.g., spouse, relative, friend, or another person who has a dispute with another employee).

Understanding the following may help deter any such acts:

- Violent acts or threats of violence toward another employee, visitor, member of the public, or vendor shall not be tolerated and may be grounds for immediate termination;
- Employees shall follow SOS procedures for unlocking and locking offices, and for use of programmed access cards. These procedures are designed to protect against intruders gaining entry to non-public areas;
- Employees shall report any unusual or suspicious activity to the State Capitol Police;
- Employees shall immediately report any threats of violence or acts of aggression to a supervisor and the State Capitol Police; and
- Employees shall immediately advise their supervisor and Capitol Police in the event a domestic* or other non-work-related dispute enters the workplace.

**Unfortunately, sometimes non-employees may bring personal disputes into the workplace. To protect the safety of all employees, an employee shall immediately report to a supervisor or the State Capitol Police personal situations that may bring violence to the workplace.*

Identification Badges and Building Access

To protect the safety and maintain the security of all employees, every employee is required to wear a picture identification badge at all times while on the premises. If the following practices are not followed, the SOS reserves the right to report incidents to the State Capitol Police.

At orientation, an identification (ID) badge shall be issued to all new employees on their first day of employment. Loss or damage of the ID badge shall be reported to State Capitol Police. A replacement charge for the badge may be applied. The badge is the property of the SOS and shall be returned upon termination.

Because employee ID badges are also the means by which employees enter the premises, employees shall not loan their badges to anyone, including other employees, nor shall employees use ID badges to allow anyone without badge access to enter the premises. (Such individuals should be directed to one of the public entrances.) If an employee has badge access, he or she shall use his or her badge for entry. Failure to observe these safety regulations may endanger the safety and security of all other employees and may subject the employee to corrective action up to and including termination.

Protective Security Perimeter

It is the intent of the SOS and the State Capitol Police to provide reasonable security measures in and around the Capitol building, offices, and grounds. To promote this policy, a protective security perimeter is implemented by the use of lockable gates located on the east and west access points to the building.

On the last day of the workweek at close of business, the east and west perimeter gates will be closed. The gates shall remain closed throughout the weekend until the beginning of the next standard business day.

The gates are known as a standoff security barrier and may be utilized any time a direct threat is known or perceived to the Capitol building, offices, and grounds. The SOS may authorize perimeter gates to be opened and/or closed at various times for events, for after-hours activities, or at times when increased protection is needed.

Weapons

Despite some laws that allow people to carry firearms in public, Arkansas law prohibits anyone from possessing or carrying (in plain sight) weapons of any kind inside the Capitol building (except for members of law enforcement agencies), in state-owned vehicles, and while on work time. This includes:

- Any form of weapon or explosive;
- All firearms; and
- All illegal knives or knives with blades that are more than six (6) inches in length, with the following exceptions:

Act 562 of 2017, allows individuals in the buildings and grounds of the State Capitol (including the State Capitol building itself) to carry a concealed handgun provided they have been issued and have physically in their possession a valid *Enhanced Concealed Handgun Carry License* issued by the Arkansas State Police. The handgun shall be concealed and remain concealed from view.

Individuals working on a regular basis for an office or agency located within the State Capitol building and capable of accessing the building via their Capitol ID access card, and who also possess and have in their possession at all times a valid *Enhanced Concealed Handgun Carry License*, will be allowed to carry a concealed handgun provided it remains fully concealed in all public access locations within the State Capitol building.

Employees are responsible for ensuring that no item they possess is prohibited by this policy. If an employee is unsure whether an item is covered by this policy, he or she may contact the State Capitol Police.

Nothing in this policy shall be construed as creating any duty or obligation on the part of the SOS to take any actions beyond those required of an employer by existing law.

Inspection of Employees and Personal Property for Possession of Weapons

To promote a safe and violence-free workplace, the SOS reserves the right to inspect employee clothing, packages, lunch boxes, containers, articles in work areas, and other objects brought onto state property that may conceal weapons.

Visitors and Vendors

To further protect employees, all visitors and vendors shall be escorted by an employee when in non-public areas of the Capitol complex.

Section 10

Parking

Parking at the Capitol or when traveling on official business is at the employee's own risk. The SOS shall not assume liability for theft or damage to an employee's car or personal belongings. Employees shall report problems or suspicious activities in or around Capitol parking areas to the State Capitol Police.

Information about available parking and reserved parking is provided when a new employee is hired or may be obtained by contacting a supervisor. Assigned parking spaces in the Woodlane Parking Lot are paid for on a monthly basis. The Business Office shall approve any changes that are made.

Employees may park in designated unassigned spaces. However, employees may be ticketed and notification sent to their supervisor for parking in prohibited areas around the Capitol.

A parking space assigned to a specific employee is not transferrable. Assigned spaces shall be forfeited to the SOS if required by management or when the employee leaves SOS employment.

Section 11

Inclement Weather

The SOS shall strive to be open for business during working hours. In the event of emergencies that affect business operations (e.g., earthquake, unusual storm conditions, etc.) the Governor or the Secretary of State shall determine whether the office will be open or closed, and shall notify employees by radio, television, or other available means.

If the SOS is unable to occupy the Capitol building or its other facilities due to any emergency, employees shall be given further instructions.

If state or SOS offices are closed for any reason on a standard business day, employees shall not be charged leave.

On days declared “inclement weather days” by the Governor or Secretary of State, every attempt shall be made for the announcement to be made on area radio and television stations prior to 6:30 a.m. On such days, all employees shall be at their workstations by 10:00 a.m. (or within two hours of their usual starting time.) Employees arriving by this time shall be given credit for a full day’s attendance. Employees arriving more than two (2) hours late shall be charged the full amount of time from their usual starting time. Employees not coming in at all shall be charged a full day’s absence or leave without pay.

If an extra-help employee is scheduled to work on an inclement weather day, he or she shall be paid for the number of hours he or she was scheduled to work. If he or she was not scheduled to work on that day, he or she shall not receive pay.

Each department shall designate, in advance, specific staff members as “critical or essential personnel” who shall be required to reach their workstations by their regular starting time, regardless of weather-related conditions. (NOTE: All Capitol Facilities Division employees and State Capitol Police are considered “critical or essential personnel.”)

If severe weather or other emergencies occurs during the work day, the Secretary of State, or a deputy, has the discretion to allow employees to leave work early for safety reasons. Decisions regarding which employees may leave early shall be based on the work and weather conditions. Employees allowed to leave early under these circumstances shall not be charged leave.

State Inclement Weather Hotline: 501-682-2423

Section 12

Retirement

The SOS participates in the Arkansas Public Employees Retirement System (APERS). APERS is a cost-sharing, multiple employer-funded benefit pension system.

For a member to become vested in APERS, the employee shall have at least five (5) years of actual state service. Early retirement options are available, as well as Deferred Retirement Option Plan (DROP) and Partial Annuity Withholding (PAW) programs. For more information, please contact the Benefit Specialist or the Human Resources Director. (www.apers.org, the “Near Retirement” icon has information on DROP and PAW.)

All newly-hired employees shall be enrolled in APERS and contribute five and a quarter percent (5.25%) of their annual salary. These contributions are subject to FICA taxes. Contributory members receive a higher multiplier rate than non-contributory members when determining retirement benefits. Employees terminating employment with the state, before retirement, may request a refund of their employee contributions paid to the system.

Members shall receive an Annual Benefit Statement from APERS, usually in August. This statement includes important information including years of service, current salary, etc. Members may review this information and notify the Human Resources Division or APERS, Member Services Division, of any possible discrepancies.

Employees may be eligible to “buy back” credit from previous government or military service and have it combined with their state service record.

General information on retirement benefits may be provided in the Human Resources Division; however, employees may contact APERS directly at 501-682-7800 for more specific discussions of their retirement benefits. To protect employee privacy, the Human Resources Division cannot assist employees in direct discussions with an APERS representative.

Employees considering retiring from state employment shall notify the Human Resources Director at least ninety (90) days prior to the last day of employment.

Section 13

Travel and Business Expenses

The SOS reimburses travel and business expenses incurred by employees on official state business. Expenses are paid only if they are reasonable, necessary, and in accordance with state law and SOS policy set forth below.

The policy is intended to provide a clear and consistent understanding of the SOS travel expense reimbursement policy and provide information that supports the reasonableness of costs incurred by employees.

Management of and accountability for business and travel-related expenditures is the responsibility of all employees incurring expenses and management who approve travel expenses.

Misrepresentation of expenses submitted for reimbursement may result in corrective action, up to and including termination and referral to the appropriate authorities, as may be required by law. Questions regarding travel expenses and expense reporting procedures may be directed to the employee's immediate supervisor or the Business Office Director.

All travel shall be authorized preliminarily by the traveler's division director and by either the Chief Deputy or his or her designee. Under ACA §§ 19-4-903 and 19-4-904, the Chief Deputy may also designate a "travel administrator" to act as his or her agent. The Chief Deputy may also designate other deputies as authorities to authorize travel and waivers as noted in the policies below.

Standard Reimbursements for Employees and Others

Employees may be paid travel expenses when required travel is away from their "official station". "Official station" means the geographic location or address where the employee normally reports for duty and/or spends the majority of his or her work time. An employee's "residence" is the city or town in which the employee has his or her primary dwelling place. An employee whose resident city is a location other than his or her "official station" will not be allowed mileage reimbursement to travel between the two (2) locations.

Approval Requirements

Travelers must complete a *Travel Expense Reimbursement (TR-1)* form to include the destination(s) of travel and receipts for all expenditures, including lodging, meals, parking, tolls, etc. The TR-1 shall be approved and signed by the employee's supervisor.

These expenses shall be incurred only by the traveler. Expenses of other employees (or non-employees) shall not be included on the TR-1 and shall not be reimbursed.

No meal expenses shall be reimbursed for meals within the city or town of the traveler's "official station" unless approved by the Chief Deputy as specially authorized under ACA § 19-4-903. Expenses shall be for the benefit of the state, not the convenience of the traveler.

Approvers are responsible for:

- Verifying the business purpose of the travel as valid and directly related to official business;
- Confirming that total trip cost is within the approved budget; and
- Reviewing the traveler's TR-1 for accuracy.

Covered Travel Expenses

The following expenses will be paid by the SOS or otherwise reimbursed to the employee:

Transportation - General

Travel may be effectuated by plane, train, bus, taxi, private vehicle/aircraft, or rented or state-owned automobile, whichever method serves the requirements of the state most economically and advantageously.

Reimbursement for out-of-state travel shall be the lesser of coach class airfare or the established rate of private car mileage, based on map mileage. The Business Office Director shall determine the method for calculating map mileage.

Air Travel – Commercial

The following provisions apply to air travel:

- Travelers shall submit a request for travel arrangements to the Business Office far enough in advance that tickets may be purchased at least fourteen (14) days prior to the travel date (when possible);
- Coach seating shall be utilized for travel (first class may be justified and approved by the Secretary of State or his or her designee);
- Travelers shall provide the following information to the Business Office when requesting travel arrangements: names as on official government ID; date of birth; contact information; email address; and emergency contact information;
- The Business Office may provide scheduling options utilizing the lowest fare available;
- When tickets are booked, the traveler shall receive a confirmation email; (Note: only baggage fees for THE FIRST CHECKED BAG shall be reimbursed.) and;
- All tickets shall be issued electronically.

Exceptions shall require a waiver from the Chief Deputy.

Special Note: When a privately-owned aircraft is used for travel on state business, the rate of reimbursement shall be in nautical miles and based only on miles traveled for official business.

Privately-Owned Vehicles

When using privately-owned vehicles for travel on official SOS business:

- Mileage shall be reimbursed using map mileage between the travel destination and the employee's official station or residence. (If leaving from their residence, the employee shall use the lower mileage of the two (2) distances.);
- To determine reimbursement, the traveler shall multiply the mileage rate in effect during the time travel by the number of miles via the shortest major highway route;
- All maintenance, insurance, operational costs, accidents, or fines incurred by a traveler operating a privately-owned vehicle on official business are the responsibility of the traveler/owner;
- Approved parking and tolls shall be reimbursed if documented with proper receipts; and
- Under no circumstances may the SOS fleet fuel card be used for fueling a non-SOS or privately-owned vehicle.

SOS-Owned Vehicles

Vehicles owned by the SOS are solely for official use. Any employee found violating this policy is subject to corrective action, up to and including termination.

Miscellaneous Expenses

Miscellaneous expenses, even if not directly connected with travel, may be allowed when adequate justification is presented that the expenses were necessary to the official duties of the traveler.

Receipts are required for amounts exceeding twenty-five dollars (\$25.00). For taxi fares, luggage fees, parking, and tolls, receipts presented shall be the original receipts. (Copies of credit card statements may be included, but are not acceptable alone. Travelers shall ask the driver for a receipt, even if it must be emailed).

Shuttles, Taxis, and Limo Service

Shuttle, taxi, mobile-app-based transportation, and airport limo service fees shall be reimbursed only for appropriate state business.

Rental Cars

It is recommended that rental car arrangements be made through the Business Office prior to travel.

Before renting a car, the traveler shall consider shuttle services, mobile-app-based transportation, and taxis, particularly for transportation required only between an airport and lodging.

Insurance on Rentals and Accident Procedures

The Business Office provides insurance coverage for rental cars used on state business. Therefore, optional coverage is not needed and shall not be approved. Please contact the Business Office Director for additional information.

Accident Procedures

In the event of an accident while driving a rental car or a state-owned vehicle, an employee shall:

- Contact local law enforcement;
- Contact his or her supervisor;
- Contact the Business Office; and
- If driving a rental car, contact the rental car agency.

Employees may refer to the proof-of-insurance card located in the vehicle packet for further instructions.

Lodging and Meals

In accordance with ACA § 19-4-904, rules limiting meal and lodging expenses shall not be applicable to constitutional or elective officials and their employees, or official guests of the state. However, the SOS shall follow the published *State of Arkansas Travel Regulations* at <https://www.dfa.arkansas.gov/images/uploads/accountingOffice/travelRegs.pdf>, as closely as possible, with exceptions to be noted by official waiver approved by any deputy.

The SOS shall reimburse lodging and meal expenses, including gratuities (up to 20%), at actual cost not to exceed the maximum applicable rates stated in the *Federal Travel Regulation*, available at www.gsa.gov/policy-regulations/regulations/, for the destination location.

Receipts are required for lodging reimbursement. The office shall not reimburse expenses for alcohol.

Meals

The following policies apply to meal reimbursement:

- Special meal expenditure authorizations shall be limited to rare occasions where an employee is asked to perform unanticipated duties outside of his or her standard work schedule that are official in nature, such as attending special board meetings;
- Gratuities shall not exceed twenty percent (20%) of the bill (after deducting alcohol purchases);
- Requests for special authorization to reimburse for meals, without an overnight stay, may be approved in writing at the discretion of the Chief Deputy. The special authorization memo shall show the benefit to the state to justify the expense. If an overnight stay is approved in any form, meals shall also be reimbursed within per diem guidelines;
- The SOS utilizes the federal per diem rates for lodging, meals, and incidentals. The per diem rates can be found on the www.gsa.gov website; and

- The rule limiting reimbursement for meals to seventy-five percent (75%) of per diem for the first and last days of travel shall not apply.

Lodging

The following policies apply to lodging:

- Lodging accommodations shall be made by the Business Office for travel coinciding with a seminar, conference, or meeting. Reservations shall be made directly with the property and shall be charged to the SOS travel credit card for room and tax only;
- Employees shall provide a state employee identification card and a personal credit card at check-in for any incidental charges incurred while traveling;
- Upon checkout, travelers shall confirm that the room charge and tax are correct and were billed to the SOS travel credit card and that all other charges were billed to the employee's personal credit card; and
- A copy of the hotel receipt shall be included on the employee's TR-1 form upon completion of the travel.

Lodging Reimbursement

The following policies apply to lodging reimbursement:

- Reimbursement for lodging is limited to the single room rate. If a room is occupied by more than one person, the single room rate shall be noted on the receipt;
- The maximum daily allowance shall be limited to the government rate, when available, depending on the location for both in-state and out-of-state travel, unless a written waiver by the Chief Deputy (out-of-state trips) or a deputy (in-state trips) approves the overage;
- Lodging rates, as found on the *Federal Travel Regulation* at www.gsa.gov, exclude room taxes; and
- Employees traveling on state business within a three-hour drive of the employee's official station may not be reimbursed for lodging. Should the employee's state responsibilities warrant that he or she is required to be at a location which would make it not be feasible for the employee to return to his or her official station on the same day, and the reason for doing so is for the benefit of the state and not a convenience for the employee, the employee may request a written waiver to the lodging restriction from the Chief Deputy (out-of-state) or deputy (in-state). The written waiver shall accompany the request for lodging and shall state the reason the stay is beneficial to the state.

For per diem rates, please reference <https://www.gsa.gov/travel-resources>. The traveler shall select the state and city (optional) or enter the ZIP code then "Next." The traveler will then choose "Look Up

Rates by Fiscal Year” and select the appropriate year. If a specific city is not listed, the standard US rate shall apply. Remember, travel reimbursement is **not** calculated based on per diem rates, but on the traveler’s actual allowed expenses. This chart provides travelers the maximum allowable expense. Travelers shall claim actual expenses for meals and lodging, which shall not exceed this rate unless a waiver has been obtained from the Chief Deputy (out-of-state) or a deputy (in-state).

Required Receipts for Meals and Lodging

Receipts for lodging are always required. Meal expenses require dated, itemized receipts only when each expense is twenty-five dollars (\$25.00) or greater. These receipts must be submitted with the TR-1. A receipt shall be an itemized receipt, not a credit card receipt (often an itemized receipt shall be requested when making a purchase).

Receipts under twenty-five dollars (\$25.00) shall not be submitted with the expense report for meals. All other travel expenses for incidental charges costing less than twenty-five dollars (\$25.00) (e.g., taxi fares, parking, or baggage fees) require the original vendor’s receipt to be attached to the TR-1.

Other Expenses

Mobile phones may be required by SOS employees who are required to be available at all times, at the discretion of the Secretary of State or the Chief Deputy. Additional technical devices or necessary access fees or internet download costs shall need approval from the employee’s immediate supervisor or director and approved by a deputy.

Visas/Passports/Inoculation Fees/Foreign Exchange Fees

Due to changes in national travel policies requiring passports for travel beyond the physical borders of the United States, any fees incurred to obtain the appropriate approval to visit a foreign country on agency business shall be reimbursed. However, if the employee already has a passport, he or she shall not be reimbursed unless it has expired or will expire during the trip.

Travel Expenses Not Covered

Except for those provisions enumerated in ACA §19-4-904, expenses for personal entertainment, flowers, valet service, laundry, alcoholic beverages, cleaning, movies, or other similar products and services are not reimbursable. International and emergency travel may warrant exceptions to reimbursement of certain expenditures. Such exceptions shall be reviewed and approved by the Chief Deputy or Business Office Director and must be included with the TR-1 form.

Examples of ineligible expenses include, without limitation:

- Memberships in airline clubs or other private clubs;
- Airplane headphones or use of air phones (except emergency business use);
- In-room movies;

- Personal entertainment (e.g., movies, tickets to sporting events, or plays) while traveling on business;
- Alcoholic beverages;
- Hotel laundry and dry cleaning;
- Traffic violations, including traffic tickets, incurred while driving state, rental, or personal vehicles on state business;
- Personal grooming services (e.g., barbers and hairdressers) and shoe shines;
- Car rental insurance purchased for domestic travel;
- Child care;
- Corporate card delinquency fees or finance charges;
- Private club dues;
- Frequent flier and other similar awards for hotel and car rentals;
- Gym and recreational fees, including massages and saunas;
- Insurance costs such as life insurance, flight insurance, personal automobile insurance, and baggage insurance;
- Personal automobile repairs;
- Personal credit card annual fees; and
- Pet care.

Expenses for alcoholic beverage and entertainment (e.g., theater productions, sporting, or other social events) shall not be charged to a federal grant or contract and shall be coded as an unallowable expenses. Under no circumstances shall a traveler request reimbursement for these charges.

Traveling on Weekends

The Secretary of State, Chief Deputy, or the deputies shall approve any weekend business travel, including the use of state-owned vehicles, in advance. If the employee's weekend travel results in a lower airfare, the SOS will cover the cost of the employee's hotel room for the additional night(s) only if the total costs (room, tax, and additional meals) for the additional stay do not exceed the cost of the higher airfare.

Staying over weekends to save airfare is not required. **It is strictly optional** should the employee wish to take advantage of it. Again, the total costs incurred for the extra night(s) shall be less than the cost of the higher airfare before this option may be considered.

An employee may choose to travel prior to an event start date/time or after the event ends only if the employee assumes full financial responsibility for the extra time spent at the designated travel location. These expenses include, without limitation, lodging, meals, entertainment, parking, transportation

costs, additional airfare incurred, etc. Travel outside of the standard meeting obligations shall be the sole responsibility of the employee. The SOS shall not assume the responsibility of making, paying for, or having any obligation for these arrangements.

Travel Expense Reimbursement Form (TR-1)

The following policies pertain to TR-1 completion and submittal:

- The TR-1 shall be utilized by all employees to claim reimbursement for travel expenses incurred by the traveler for meals, lodging, and mileage on personal vehicles used during official state business;
- TR-1s are available from the Business Office;
- TR-1s shall be completed and submitted to the employee's supervisor for approval within a reasonable time from the return of the travel. "Reasonable" time is considered to be within five (5) business days from the return of the trip (and within the same fiscal year);
- The employee shall receive reimbursement as soon as possible after the supervisor submits the approved expense report to the Business Office;
- All employee travel reimbursement claims shall be completed for payment to the individual traveler. One employee shall not include on his or her own travel payment request the expenses of another employee; and
- TR-1s completed for in-state travel need to include only those expenses paid by the employee.

Out-of-state travel requires that expenses not paid by the employee that were direct-billed or charged to the office shall be included in the out-of-state TR-1 form. This includes airfare and hotel receipts for charges placed on the SOS travel credit card.

All traveling employees shall submit a W-9 form or have a current copy on file in the Business Office. The W-9 may be in the corporate, government unit, or individual's name.

Travel In State Vehicles

Prior to first time use of any state-owned vehicle or when using a privately-owned vehicle for travel on official state business, the employee's driving record and proof of vehicle insurance shall be approved by the Human Resources Division.

An employee requiring the use of an SOS vehicle must sign out the designated vehicle from the State Capitol Police dispatch. Dispatch will log out the vehicle at that time. Exceptions to this are the Capitol Facilities fleet (including shuttle vans), the State Capitol Police fleet, and the Mailroom fleet. These vehicles are used on a daily basis and therefore are exempt from returning the vehicle books to Dispatch on a daily basis. The divisions must log all travel in said vehicles.

Immediately upon completion of business activity, the vehicle log book is to be returned to the State Capitol Police Dispatch. The employee must sign in the vehicle and return the vehicle's book with fuel card and keys to Dispatch. Dispatch will log in the vehicle at that time.

Regulations promulgated under ACA §§ 19-4-905 and 19-4-907, specify the following in regard to state-vehicles:

- Self-service gasoline pumps shall be used to purchase fuel;
- Seatbelts shall be worn at all times by the driver and all passengers;
- Smoking is not allowed in state vehicles;
- Regular gasoline, not premium fuels, shall be used in state vehicles;
- The vehicle registration, insurance identification card, and *Arkansas Motor Vehicle Accident Report* form (SR-1) shall always be kept in each vehicle;
- Accidents shall be reported to the driver's immediate supervisor and the insurance carrier or designated risk management representative, whichever is appropriate, for state vehicle insurance within twenty-four (24) hours of the occurrence, or by the following business day, whichever occurs first;
- Traffic violations shall be reported to the driver's immediate supervisor within twenty-four (24) hours of the occurrence, or by the following business day, whichever occurs first;
- Authorization to operate a state-owned vehicle is given only to employees who are licensed in accordance with the requirements of all applicable state laws, and who have completed the authorization to obtain the *Traffic Violation Record and Vehicle Operation* forms;
- Employees shall strictly comply with all policies, records, reports, and procedures issued by the SOS regarding the use of vehicles; and
- Employees shall follow all appropriate laws.

The rates for reimbursement for mileage as established by the Chief Fiscal Officer of the state are as follows:

Private vehicle mileage: \$0.42 cents per mile (effective 3/1/09)

Private aircraft mileage: \$0.52 cents per nautical mile (effective 10/1/05)

Regulation Updates and Distribution

Travel regulations shall be updated as necessary under the authority of the Chief Deputy.

Office of the Secretary of State Code of Ethics

To serve the citizens of Arkansas, SOS employees shall perform their duties in an ethical manner.

All actions of the SOS shall comply with all state and federal laws applicable to the duties of the SOS.

Employees shall not accept payment in any form or special favors from anyone attempting to influence them in the course of their jobs or in making a decision for which the employee might be a party to. These may be construed as bribes. This policy extends to kickbacks or commissions from third parties for activities provided by an SOS employee.

Any knowledge gained in the course of an employee's work shall not be used for private or personal gain for the employee or a relative.

Employees shall not participate in any business venture, outside employment, or activity that conflicts with their official SOS duties. (Business venture includes benefits from a state contract connected to a business entity the employee has financial interest.)

Employees who have access to any SOS funds shall follow the prescribed procedures for recording, handling, and protecting money as detailed in SOS business procedures.

All record keeping shall reflect an accurate and timely recording of all business transactions.

False expense, attendance, production, financial, or other types of reports are unacceptable. This also includes false and misleading representations and statements regarding any aspect of SOS activities.

When gathering information to complete SOS transactions, an employee shall collect, use, and retain only the personal information necessary for the completion of the transaction.

Information related to members of the public shall be guarded and access limited to only those with official legal access.

Employee personal information requests shall be forwarded to the Human Resources Division regardless of their origin. Employee information is held securely in the Human Resources Division.

If any employee has knowledge of fraud or waste of public assets – either within the SOS or other state agency or entity – the employee shall immediately advise his or her supervisor or division director, deputy, or the Human Resources Division.

I have read and will adhere to the Office of the Secretary of State Code of Ethics as printed above.

Employee's Printed Name	Employee's Signature	Date of Signature

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: Office of the Treasurer of State

Contact Name: Jackie Baker

Contact Phone: 501-682-5739

Contact Email: Jackie.baker@artreasury.gov

Date of Submission: 08/07/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander	1		1	3%
Black/Not Hispanic	2	1	3	10%
Hispanic	0			%
White/Not Hispanic	17	10	27	87%
Total	20	11	31	100%

ETHNICITY RPT - ACTIVE EMPLOYEES

Pers.no.	Text	Gen.	Description	Last name	First name	Text
156126	Female	Active	RODRIGO	NIMALI		Asian or Pacific Islander
3674	Male	Active	KILGORE	STEVEN		Black/Not Hispanic origin
13396	Female	Active	NEWBURN	RITA		Black/Not Hispanic origin
118812	Female	Active	COHENS	JANICE		Black/Not Hispanic origin
1318	Female	Active	SCHAUFEL	ANN		White/Not Hispanic origin
1378	Female	Active	WILLIAMS	KATHIE		White/Not Hispanic origin
1523	Female	Active	SANSON	AUTUMN		White/Not Hispanic origin
62142	Female	Active	MCKIM	HEATHER		White/Not Hispanic origin
65636	Female	Active	JONES	JENNIFER		White/Not Hispanic origin
65678	Female	Active	GARRETT	RACHEL		White/Not Hispanic origin
68688	Female	Active	BAKER	JACKIE		White/Not Hispanic origin
71735	Female	Active	GLADDEN	SHANNON		White/Not Hispanic origin
93476	Female	Active	LIPSMAYER	EMILY		White/Not Hispanic origin
101498	Female	Active	GRIFFITH	TONYA		White/Not Hispanic origin
107845	Female	Active	BEAVER	HOLLY		White/Not Hispanic origin
108412	Female	Active	HALL	BAILEY		White/Not Hispanic origin
111820	Female	Active	VANCE	MELISSA		White/Not Hispanic origin
114938	Female	Active	FREEMAN	TERRI		White/Not Hispanic origin
124770	Female	Active	BIBB	MICHELLE		White/Not Hispanic origin
137402	Female	Active	WEBB	FRANCES		White/Not Hispanic origin
155932	Female	Active	CARTER	LORRIE		White/Not Hispanic origin
970	Male	Active	REEVES	OLAN		White/Not Hispanic origin
108192	Male	Active	STEED	JAMES		White/Not Hispanic origin
108470	Male	Active	MUNSON	ERIC		White/Not Hispanic origin
123062	Male	Active	SCOTT	CHRISTOPH		White/Not Hispanic origin
124587	Male	Active	DORTCH	DAMON		White/Not Hispanic origin
125951	Male	Active	JOHNSON	DAVID		White/Not Hispanic origin
126875	Male	Active	SCOTT	DAVID		White/Not Hispanic origin
136167	Male	Active	ROMANIK	ROBERT		White/Not Hispanic origin
136756	Male	Active	BRIGHT	STEPHEN		White/Not Hispanic origin
142782	Male	Active	PULLEY	JAMES		White/Not Hispanic origin

1 3.20%

3 9.70%

27 87.10%

31 100.00%

STATE OF ARKANSAS
OFFICE OF TREASURER OF STATE



POLICY AND PROCEDURE HANDBOOK
Draft with Revisions for Implementation

EFFECTIVE DATE
April 4, 2023

TABLE OF CONTENTS

I. INTRODUCTION AND ACKNOWLEDGEMENT	4
II. EMPLOYMENT POLICIES	5
a. Personnel	5
b. Equal Employment Opportunity.....	5
c. Office Hours and Attendance	5
d. Annual Leave.....	6
e. Sick Leave	7
f. Family Medical Leave.....	7
g. Children's Educational Activity Leave	8
h. Bereavement Leave	8
i. Court and Jury Leave	9
j. Military Leave.....	10
k. Leave-of-Absence without Pay.....	10
l. Inclement Weather	10
m. Maternity/Paternity Leave	10
n. Birthday Leave	11
o. Holidays	11
p. Resignation or Retirement.....	13
q. Extra-Help.....	13
III. GENERAL POLICIES.....	13
a. Employee Conduct.....	13
b. Political Activity	13
c. Public Information	13
d. Discipline	14
e. Employee Complaints	14
f. Arkansas Whistle-Blower Act Reporting Policy	14
g. State Vehicle	15
i. Travel Reimbursement.....	15
j. Information Technology and Internet Usage	16

k.	Document Retention.....	17
IV.	SHARED LEAVE POOL	17
a.	Purpose	18
b.	Definitions.....	18
c.	Eligibility	19
d.	Physician’s Certificate.....	19
e.	Donations of Leave to the Shared Leave Bank.....	19
f.	Shared Leave Committee	19
g.	Limitations	19
h.	No retroactive award.....	19
i.	Interaction with the FMLA	20
j.	Prohibition of Coercion	20
V.	DRUG-FREE WORKPLACE POLICY	21
a.	Alcohol and Illegal Drugs at Work.....	21
b.	Medical Marijuana.....	21
c.	Prescription and Over-The-Counter Drugs	22
d.	Prohibited Behavior	23
e.	Alcohol & Drug Testing.....	23
f.	Treatment for Chemical Dependencies	24
VI.	TAX OBLIGATION POLICY	24
VII.	CODE OF ETHICS	25
VIII.	FORMS.....	28
	Shared Leave Physician’s Certificate	29
	Shared Leave Pool Donor Form.....	31
	Shared Leave Pool Recipient Application Form.....	33
	Arkansas Whistle-Blower Act Reporting Form.....	35
	Employee Grievance Form	37
	Worked Holiday Compensation Form.....	39

I. INTRODUCTION AND ACKNOWLEDGEMENT

This handbook provides a summary of the policies and procedures for this office, responsibilities and obligations of employees, as well as the rights, privileges, and benefits to which employees are entitled. It is not intended as and should not be considered a contract of employment, either expressed or implied.

This handbook does not include all rules and regulations that apply to every situation. The Treasurer of State reserves the right to deviate from the policies stated in this handbook if determined appropriate given a particular situation or set of circumstances.

The provisions herein may be modified or eliminated at any time. If there is a conflict between versions, the latest version controls. Employees are responsible for educating themselves on the latest version of this handbook.

I, _____, acknowledge that I have been provided and
[print name]
received direction on how to access the Arkansas Treasury's Personnel Policies and Procedures Handbook. I further acknowledge that I am responsible for knowing its contents.

Signed: _____
[Signature]

Date Received: _____

II. EMPLOYMENT POLICIES

a. Personnel

All Treasury staff persons are “at-will” employees who may be retained or dismissed at the Treasurer of State’s discretion.

b. Equal Employment Opportunity

The Treasurer of State is an equal employment opportunity employer and does not discriminate against employees or job applicants based on age, race/color, sex, including pregnancy, sexual orientation and gender identity, national origin, religion, disability, genetic orientation or any other status or condition protected by applicable State or federal laws. Discrimination by any employee based upon age, race/color, sex, including pregnancy, sexual orientation and gender identity, national origin, religion, disability, genetic orientation or any other status or condition protected by applicable State or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs, return from layoffs, and other actions are made in accordance with Equal Employment Opportunity principles.

c. Office Hours and Attendance

Treasury office hours are from 8:30 a.m. to 4:30 p.m., Monday through Friday. Supervisors are responsible for monitoring staff schedules to ensure all office operations are covered during regular business hours. Supervisors may allow alternate work schedules outside the above prescribed hours with approval from senior management. Employees are given one-hour of aggregate break/lunch time each workday. The lunch hour should ordinarily fall between 11am and 1pm.

To maintain a productive work environment, the Treasurer of State expects employees to be reliable and punctual in reporting for work. Absenteeism and tardiness place a burden on other employees and on the office. Repeated absenteeism and/or tardiness may be grounds for termination. To maintain a properly functioning office, the Treasurer, Chief Deputy Treasurer, or Chief of Staff may grant authority to supervisors to grant alternative work schedules or adjust work schedules accordingly such that with any adjustment all employees work no less than forty hours per week. Any such authority granted to supervisors to grant permanent alternative work schedules or otherwise, must come from the Treasurer, Chief Deputy Treasurer, or Chief of Staff either verbally or in writing.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name:

Contact Name: Sarah Rhodes

Contact Phone: 501-382-3813

Contact Email: sarah.rhodes@agfc.ar.gov

Date of Submission: 8/1/24

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

No.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	2	3	5	0.70%
Asian Pacific Islander	3	0	3	0.42%
Black/Not Hispanic	13	19	32	4.48%
Hispanic	1	5	6	0.84%
White/Not Hispanic	185	483	668	93.56%
Total	204	510	714	100%

EQUAL EMPLOYMENT OPPORTUNITY (EEO) / NONDISCRIMINATION POLICY AND COMPLAINT PROCEDURE

AGFC POLICY HR-2-01 | EFFECTIVE 7/17/2016

PURPOSE

To set forth the policy of the Arkansas Game and Fish Commission (AGFC, Commission) with respect to unlawful discrimination in employment and the Commission's procedure for handling employee complaints relating to alleged discrimination and unlawful harassment. This policy addresses compliance with all state and federal discrimination laws which apply to the Commission.

SCOPE

This policy applies to all activities of the Commission, to all locations of the Commission, to all individuals employed by the Commission, and to applicants for employment with the Commission.

POLICY

The Commission prohibits unlawful discrimination that is related to any person's gender, national origin, age, disability, or any other basis protected by federal, state, or local law. This policy applies to all employees of the Commission and to all individuals who may have contact with any employee of the Commission.

It is the policy of the Arkansas Game and Fish Commission to provide Equal Employment Opportunity (EEO) to all employees and applicants for employment without regard to race, religion, gender, national origin, age, disability, citizenship, or veteran status in accordance with applicable federal and state law.

However, this Policy does not waive the Commission's federal or state sovereign immunity. The Commission encourages employee awareness of this policy and the procedures for making discrimination complaints or inquiries. Employee complaints are to be dealt with confidentially and free of harassment and intimidation.

HR-2-01-A. EEO COMPLIANCE OFFICER

To facilitate implementation of the EEO policy, one or more employees have been appointed as an AGFC Personnel Compliance Officer. Employees wishing to make EEO inquiries or file EEO complaints should contact AGFC Human Resources.

HR-2-01-B. EEO NOTICE

1. Specific methods by which employees are to be informed of Commission EEO policy and EEO laws are to include, but will not be limited to:
 - a. Review of this policy;
 - b. Inclusion of statement of intent not to discriminate in Commission publications;
 - c. Conspicuous display of EEO posters; and,

D. Workshops and training sessions.

HR-2-01-C. COMPLIANCE

All supervisors have the responsibility of ensuring compliance with EEO policy/laws in their own actions and those of their subordinates. Employees failing to adhere to EEO policy/laws will be subject to disciplinary action, up to and including termination.

HR-2-01-D. TRAINING

1. All supervisors are required to successfully complete a comprehensive review of state and federal discrimination laws and the applicability of those laws to state employees which is to be coordinated by the Human Resources Division.
2. Supervisors must also complete courses in interpersonal communications, grievance prevention and handling, administering discipline, performance evaluation, and other courses that may be established and required for new and existing supervisors.
3. Division Chiefs are responsible for coordination of required training with Human Resources.

HR-2-01-E. EEO COMPLAINT PROCEDURE

1. As a recipient of federal funds from the U.S. Department of the Interior, the Arkansas Game and Fish Commission operates programs subject to the nondiscrimination requirements of federal law. Under federal law, the U.S. Department of the Interior strictly prohibits discrimination because of race, color, national origin, religion, age, gender, or disability in its federally assisted programs.
2. Any person who believes he/she has been discriminated against in any program, activity, or facility of the Arkansas Game and Fish Commission, or desires further information regarding applicable federal law, should write to:

Arkansas Game & Fish Commission
ATTN: Personnel Compliance Coordinator
#2 Natural Resources Drive
Little Rock, AR 72205

OR

The Office of Human Capital
U.S. Fish and Wildlife Service
Department of the Interior
Washington, D.C. 20240

3. Employees who feel that they have been discriminated against may utilize the Commission's internal grievance procedures in AGFC Policy HR-8-02, or the above provisions.



ARKANSAS DEPARTMENT OF TRANSPORTATION

ARDOT.gov | IDriveArkansas.com | **Lorie H. Tudor, P.E., Director**

10324 Interstate 30 | P.O. Box 2261 | Little Rock, AR 72203-2261

Phone: 501.569.2000 | Voice/TTY 711 | Fax: 501.569.2400

June 28, 2024

Mr. Tony Robinson
Personnel Administrator
Bureau of Legislative Research
State Capitol, Room 315
Little Rock, AR 72201

Dear Mr. Robinson:

Attached for your review and approval is the employee count for the Arkansas Department of Transportation as of December 31, 2023, and our EEO Policy Statement and Affirmative Action Commitment.

If you have any questions or need additional information, please feel free to contact me via phone at (501) 569-2298 or via email at Joanna.McFadden@ardot.gov.

Sincerely,

A handwritten signature in blue ink that reads 'Joanna P. McFadden'.

Joanna P. McFadden
Civil Rights Officer

Attachments

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas Department of Transportation

Contact Name: Joanna P. McFadden

Contact Phone: (501) 569-2298

Contact Email: Joanna.McFadden@ardot.gov

Date of Submission: June 28, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101. (See attached policy)

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. There have been no changes to the policy or program.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	10	50	60	1.62%
Asian Pacific Islander	6	27	33	0.89%
Black/Not Hispanic	107	365	472	12.72%
Hispanic	19	67	86	2.32%
White/Not Hispanic	561	2463	3024	81.49%
Two or More	12	24	36	0.97%
Total	715	2996	3711	100%

*The above information reflects the full-time regular employee count as of December 31, 2023

ARKANSAS DEPARTMENT OF TRANSPORTATION

LITTLE ROCK, ARKANSAS

July 5, 2023

ADMINISTRATIVE ORDER NO. 2023-03

TO: DIVISION HEADS AND DISTRICT ENGINEERS

SUBJECT: EEO POLICY STATEMENT AND AFFIRMATIVE ACTION COMMITMENT

The Arkansas Department of Transportation executed a Certificate of Assurance regarding our Equal Employment Opportunity (EEO) Program and is therefore legally obligated to ensure equal employment opportunities for all persons regardless of race, color, religion, sex, national origin, age, disability, or genetic information as a fundamental agency policy. According to the Equal Employment Opportunity Commission, discrimination against an individual because of gender identity, including transgender status, or because of sexual orientation is discrimination because of sex in violation of Title VII of the Civil Rights Act.

The Department's internal employment practices are an integral part of the agency's total commitment and support of its Equal Employment Opportunity Program.

For effective administration and implementation of the EEO Program, there must be involvement, commitment, and support from executives, managers, and supervisors. You are advised that responsibility for positive implementation of the Affirmative Action Plan will be expected of and shared by all management and supervisory personnel. You are further advised that you will be held accountable for your actions in this area, and you will be evaluated in carrying out these responsibilities.

The major responsibility must be recognition and removal of any barriers to equal employment opportunity, identification of problem areas and of persons unfairly excluded or held back, and action enabling them to compete for jobs on an equal basis.

This type of commitment not only benefits those who have been denied equal employment opportunity but will also greatly benefit the organization by attaining maximum utilization of the great reservoir of untapped human resources and skills, especially among women, minorities and the disabled.


Lorie H. Tudor, P.E.
Director

c: Commission
Chief Engineer – Preconstruction
Chief Engineer – Operations
Chief – Administration
Assistant Chiefs
FHWA Division Administrator

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

State Board of Election Commissioners

Contact Name: Janie Bryant

Contact Phone: 501-682-1834

Contact Email: Jane.Bryant@arkansas.gov

Date of Submission: 9/9/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

The SBEC follows the EEO policy developed and adopted by the office of personal management.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. NO

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	1	0	1	12.5%
Hispanic				%
White/Not Hispanic	3	4	7	87.5%
Total	4	4	8	100%



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. §§ 21-3-203 and 21-12-103

Revised: March 16, 2020

State agencies shall not discriminate in hiring, promoting, administering disciplinary action, or in any other way against employees. Every agency must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the agency to a level that approximates the percentage of minorities in the state's population. Agencies shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Agencies should establish an investigation process for allegations of discrimination and/or harassment. Agencies shall include in their personnel manual a statement that discrimination by an officer or employee is grounds for dismissal. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment.

The following types of discrimination are prohibited by law:

I. Age (Age Discrimination in Employment Act)

The law protects employees who are at least forty (40) years of age or older. An agency is prohibited from limiting, segregating, or classifying employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee and an agency cannot reduce an employee's rate of pay because of age.

An agency may take adverse personnel actions against an employee if age is a bona fide occupational qualification, reasonably necessary to the normal operations of a particular job, or where the differentiation is based on factors other than age.

An employee may be subject to compulsory retirement if the employee:

1. Is sixty-five (65) years of age;
2. For the two-year period immediately before retirement is employed in a bona fide executive or high policy-making position; and
3. Is entitled to an immediate non-forfeitable annual retirement benefit from pension, savings, or deferred compensation plan, or any combination of such plans which is an aggregate of at least forty-four thousand dollars (\$44,000).

II. Disability (Americans with Disabilities Act)

Disability discrimination is when an agency does one of the following:

1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. §§ 21-3-203 and 21-12-103

Revised: March 16, 2020

2. Treats an applicant or employee less favorably because he/she has a history of a disability (such as cancer that is controlled or in remission), or
3. Treats an applicant or employee less favorably because he/she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he/she does not have such an impairment).

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because their spouse has a disability. The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

III. Equal pay/compensation (Equal Pay Act)

The Equal Pay Act requires that men and women in the same workplace be given equal pay for equal work. The jobs need not be identical, but they must be substantially equal.

IV. Genetic information (Genetic Information Nondiscrimination Act)

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history). Family medical history is included in the definition of genetic information because it is often used to determine whether someone has an increased risk of getting a disease, disorder, or condition in the future.

V. Harassment

Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

VI. National origin (Immigration and Nationality Act)



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. §§ 21-3-203 and 21-12-103

Revised: March 16, 2020

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). National origin discrimination also can involve treating people unfavorably because they are married to (or associated with) a person of a certain national origin. Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.

VII. Pregnancy

Pregnancy discrimination involves treating a woman, an applicant or employee, unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

VIII. Race/color

Race discrimination involves treating an applicant or employee unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion. Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color. Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

IX. Religion

Religious discrimination involves treating an applicant or employee unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs. Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion.

X. Sex

Sex discrimination involves treating an applicant or employee unfavorably because of that person's sex.

XI. Sexual harassment



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. §§ 21-3-203 and 21-12-103

Revised: March 16, 2020

All state agencies must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the agency or institution of higher education policy shall be filed with the Office of Personnel Management (OPM).

Sexual harassment is a form of discrimination and is unwelcome behavior that is either verbal or physical in nature. What constitutes sexual harassment is:

1. Submission to the conduct is either an explicit or implicit term or condition of employment, and/or
2. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting, and/or
3. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Actions that may be defined as sexual harassment are not limited to the "supervisor and employee" situation, but may include actions of coworkers, actions of the same or opposite sex and action of individuals external to the agency, but who have contact with employees in the work environment.

Retaliation

It is illegal to discriminate because the employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Every agency must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the agency to a level that approximates the percentage of minorities in the state's population. Agencies shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Agencies shall include in their personnel manual a statement that discrimination by an officer or employee based upon race, creed, religion, national origin, age, sex, or gender is grounds for dismissal. When it is determined by any court of law that an employee of this state is guilty of discrimination based upon race, creed, religion, national origin, age, sex or gender, such determination is grounds for dismissal from employment.



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. §§ 21-3-203 and 21-12-103

Revised: March 16, 2020

For more information about the types of discrimination and prohibited practices, see the U.S. Equal Employment Opportunity Commission website at <https://www.eeoc.gov/laws/index.cfm>.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name:

Contact Name: Cindy Jones

Contact Phone: 501-537-7130

Contact Email: cindy.jones@arkansas.gov

Date of Submission: September 9, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0 %
Asian Pacific Islander	2	0	2	18 %
Black/Not Hispanic	1	0	1	9 %
Hispanic	0	0	0	0 %
White/Not Hispanic	5	3	8	73 %
Total	8	3	11	100 %

21-3-101. Equal employment hiring program.

Statute text

(a) Every state agency, board, commission, institution of higher education, and every constitutional officer as defined in Arkansas Constitution, Amendment 56, § 1, shall adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the agency, board, commission, institution of higher education, or constitutional office to a level that approximates the percentage of minorities in the state's population.

(b)(1) Every state agency, board, commission, institution of higher education, and constitutional officer shall report to the Legislative Council on June 30 of each year regarding its efforts to achieve its equal employment hiring program goal.

(2) However, the report required of any institution by § 6-63-103 may be used in lieu of the report required under this subsection and shall be filed as provided in this subsection.

Adopted 06/18/04

DRAFT

**Arkansas Ethics Commission
Equal Employment Hiring Program**

A. Introduction

The policy of the Arkansas Ethics Commission (hereinafter the "Commission") regarding equal employment hiring is designed to achieve the goal of establishing and maintaining a percentage of minority employees within its staff which is approximately equal to the percentage of minorities in the state's population. The adoption of this policy is consistent with the provisions of Ark. Code Ann. § 21-3-101 as amended by Act 1226 of 2001.

B. Applicability

This policy applies to the staff of the Arkansas Ethics Commission. That staff is composed of: one director, two staff attorneys, two directors of compliance, one systems administrator, one fiscal officer and two administrative assistants.

C. Policy

The Commission is an equal opportunity employer providing equal employment opportunities without regard to race, creed, color, gender, religion, age, national origin, disability or other biases prohibited by State or federal law. This hiring program reflects a system that is supported by practical good faith efforts to implement and maintain a policy and practice of employing minority group members, women and members of other protected classes, on a non-discriminatory basis. The Commission desires to employ individuals who are dependable, sincerely interested in serving the mission of the Commission, and who can handle agency matters in a professional manner.

D. Implementing and Administering the Program

General administration of the Commission's office and staff is conducted by its Director who shall assist the Commission in implementing and administering this policy by applying these principles in good faith for meaningful progress in the employment of minorities, women and members of other protected classes. The following are ways in which the Commission equal employment opportunity program will be implemented:

1. All employment advertisements and postings will contain a reference to the assurance that the Commission is an Equal Opportunity Employer.
2. All job openings will be posted on the Arkansas Government Jobs Web Site unless the position is to be filled with a qualified employee from within the agency.

3. The Commission will ensure minority group employees receive equal consideration whenever hiring opportunities occur.
4. The Commission's staff is advised to encourage applicants from minority groups where such applicants with the necessary qualifications or potential are available.
5. The Commission will seek to employ qualified minority group individuals in available positions.
6. Qualified members of minority groups should be offered positions on the same basis as all other applicants.

E. Report of Program Compliance

The Commission will report to the Legislative Council each year regarding its efforts to achieve its equal employment hiring program goal.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name:

Contact Name: Elanore L Davis

Contact Phone: 501-682-1055

Contact Email: Elanore.davis@arkansas.gov

Date of Submission: 8-1-2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	2	1	3	60%
Hispanic				%
White/Not Hispanic	2		2	40%
Total	4	1	5	100%

Judicial Discipline and Disability Commission

Equal Employment Opportunity

The Judicial Discipline and Disability Commission, an agency of the State of Arkansas, does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information. Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, or genetic information or any other status or condition protected by applicable State or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs, return from layoffs, and other actions are made in accordance with Equal Employment Opportunity principles.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Disability Determination for SSA

Contact Name: Melissa Thomas

Contact Phone: 501-371-1610

Contact Email: Melissa.Thomas@ssa.gov

Date of Submission: June 27, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

No Changes in FY2024

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

The table below reflects DDSSA's gender and ethnic makeup as of 06/01/2024.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	1	2	0.41%
Asian Pacific Islander	6	3	6	1.86%
Black/Not Hispanic	119	17	136	28.10%
Hispanic	7	3	10	2.07%
White/Not Hispanic	197	130	327	67.56%
Total	330	154	484	100.00%

21-3-101. Equal Employment Hiring Program

Statute text

(a) Every state agency, board, commission, institution of higher education, and every constitutional officer as defined in Arkansas Constitution, Amendment 56, § 1, shall adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the agency, board, commission, institution of higher education, or constitutional office to a level that approximates the percentage of minorities in the state's population.

(b)(1) Every state agency, board, commission, institution of higher education, and constitutional officer shall report to the Legislative Council on June 30 of each year regarding its efforts to achieve its equal employment hiring program goal.

(2) However, the report required of any institution by § 6-63-103 may be used in lieu of the report required under this subsection and shall be filed as provided in this subsection.

Disability Determination for Social Security Administration – 0311

Disability Determination for Social Security Administration (DDSSA) uses the worldwide Arkansas Government careers website and the agency's internal website to post vacant positions that will be filled internally and/or externally, in addition to sending out an agency-wide email. On occasion, DDSSA will also use the Arkansas Democrat-Gazette and online job boards to announce positions available to external applicants.

The following hiring procedures are in place: Those applicants that meet the minimum qualifications for an advertised position are scheduled for the appropriate examination if an examination is required. All qualified applicants are then referred to the hiring official for hiring consideration.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: AR Dept of Parks, Heritage and Tourism

Business Area: 0315 Capitol Zoning District Commission

Contact Name: Debbie Biggs, HR Director

Contact Phone: 501.324.9584

Contact Email: debbie.biggs@arkansas.gov

Date of Submission: 09/08/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No Changes.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic				%
Hispanic				%
White/Not Hispanic	2		2	100%
Total	2		2	%



Sarah Huckabee Sanders

Governor

Shea Lewis

Secretary

AFFIRMITIVE ACTION/EQUAL OPPORTUNITY POLICY

The Arkansas Department of Parks, Heritage and Tourism (ADPHT) does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Equal employment opportunity applies to all terms and conditions of employment, including hiring, placement, promotion, termination, layoff, transfer, leave of absence, compensation, and training

ADPHT expressly prohibits any form of unlawful employee harassment or discrimination based on any of the characteristics mentioned above. Improper interference with the ability of other employees to perform their expected job duties is not tolerated.

ADPHT will endeavor to make a reasonable accommodation of an otherwise qualified applicant or employee related to an individual's physical or mental disability, sincerely held religious beliefs and practices, and/or any other reason required by applicable law, unless doing so would impose an undue hardship upon the ADPHT business operations.

Retaliation in any form against individuals who raise issues of equal employment opportunity will not be tolerated. Retaliation is adverse action taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse action" includes but is not limited to:

- Termination
- Demotion
- Denial of promotion
- Unjustified negative evaluations
- Harassment
- Express or implied threats or intimidation

Employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring the issues to the attention of the ADPHT Human Resources Director immediately.



A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: 0323 Parole Board

Contact Name: Nicholas Stewart

Contact Phone: 870-850-8523

Contact Email: Nicholas.Stewart@doc.arkansas.gov

Date of Submission: July 12, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0
Asian Pacific Islander	0	0	0	0
Black/Not Hispanic	3	2	5	25%
Hispanic	0	0	0	0
White/Not Hispanic	6	9	15	75%
Total	9	11	20	100%



Office of the Secretary

6814 Princeton Pike
Pine Bluff, Arkansas 71602

Phone: 870-267-6200

Fax: 870-267-6244

SECRETARIAL DIRECTIVE

SUBJECT: Equal Employment Opportunity

NUMBER: 2019-04

SUPERSEDES: N/A

APPLICABILITY: All Department of Corrections Employees

REFERENCE: Administrative Regulation 228, Ark. Code Ann.
§§ 25-43-105, 25-43-108, and 25-43-403

PAGE 1 of 3

ISSUED BY: Wendy Kelley

EFFECTIVE DATE: 10/17/2019

I. POLICY:

The Department of Corrections is an equal opportunity employer and does not discriminate against employees or job applicants based on age, race, sex, pregnancy, sexual orientation and gender identity, national origin, religion, disability, genetic orientation or any other status or condition protected by applicable State or Federal Laws. Discrimination by any employee shall constitute grounds for dismissal. Individuals are hired based on the qualifications for each position. All promotion decisions and other personnel actions, such as transfers, layoffs, return from layoffs and other actions are made in accordance with Equal Employment Opportunity principles.

II. PURPOSE:

This directive seeks to ensure that the Department of Corrections, as an Equal Opportunity Employer, will comply with the non-discrimination provisions of all applicable State and Federal laws and regulations regarding equal opportunity employment.

III. PROCEDURES:

A. Information dissemination:

1. The above policy statement will be referenced in employee handbooks and annual reports.
2. Annually the Secretary will prepare an Equal Employment Opportunity Statement for dissemination to all divisions for posting.

3. "The Law" poster provided by the Equal Employment Opportunity Commission will be posted. The poster will be placed in a conspicuous location where notices to applicants and employees are customarily posted. The poster will be placed in a location that is accessible to applicants and employees with disabilities that limit mobility. Notices will be read to applicants and employees with disabilities that limit seeing or reading ability.
 4. The agency will maintain contact with businesses that are closing, educational and community organizations in an effort to recruit members of all protected classes.
 5. All employment advertisements and recruitment brochures will contain assurance of equal employment opportunity.
 6. As defined by the Uniform Classification and Compensation Act, classified positions will be posted in such places as employee bulletin boards, in locations where applicants apply for jobs, and on the Arkansas Government Jobs website. Employment applications will be accepted through Arkansas Government Jobs website.
 7. Management will ensure employees who are members of a protected class receive equal consideration whenever promotional or incentive opportunities occur.
- B. Minority Purchasing
- The agency will comply with the Minority Business Economic Development Act.
- C. Training
- All training programs supported or sponsored by the agency will continue to be open to all employees, as appropriate, based on qualifications, job relatedness and other non-discriminatory criteria.
- D. Hiring, Placement, Transfer, Promotion, Lay-Off, Recall, Retention, Termination
- The Agency recognizes that that all job opportunities must be made available to everyone, including members of protected classes.
- Employee discipline will be administered by supervisors in a consistent, objective, good faith and non-discriminatory manner.
- E. Compensation
- All employees will receive compensation in accordance with the same standards. Opportunities for earning increased compensation will be afforded equally to all qualified employees.

F. Reporting

To provide a system for reporting and monitoring agency status with regard to this policy, Central Human Resource will provide the Secretary, Directors, Deputy and Assistant Directors the following two reports:

- Quarterly report showing the composition of the security and non-security workforce by race and gender.
- Quarterly list of promotions by race and gender

IV. IMPLEMENTATION AND EXCLUSIONS:

1. The entities within the Department are directed to review their existing operational policies and ensure that those policies reflect the procedures contained within this Secretarial Directive.
2. The employees of the Correctional School District are governed by the personnel policies set by the Board of Corrections (when convened as the Board of Education for the Arkansas Correctional School System).

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name:

Contact Name: Shonia L. Murphy

Contact Phone:501-682-9070

Contact Email: shonia.l.murphy@arkansas.gov

Date of Submission: 08/13/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	2	1	3	.8%
Asian Pacific Islander				%
Black/Not Hispanic	20	17	37	10.2%
Hispanic	3	4	7	1.9%
White/Not Hispanic	153	160	313	86.9%
Total	178	182	360	100%

ARKANSAS PUBLIC DEFENDER COMMISSION EQUAL EMPLOYMENT OPPORTUNITY (EEO) PROGRAM

The Arkansas Public Defender Commission, hereafter “the Commission,” is in conformance with the policy of providing equal employment opportunity to all persons regardless of their race, sex, color, national origin, religion, age, or handicap. The Commission will promote equal employment opportunity through a program encompassing all facets of personnel management including recruitment, hiring, promotion, and advancement.

SCOPE OF COVERAGE

This Equal Employment Opportunity Plan applies to all Commission personnel including attorney and non-attorney staff.

ORGANIZATION

The Commission shall implement the Equal Employment Opportunity Program. On behalf of the Commission, the Executive Director will submit modifications in the plan for approval.

The Commission's Personnel Manager is designated as the Equal Employment Opportunity Coordinator, hereafter “The EEO Coordinator” and will be responsible for collecting, analyzing, and consolidating the statistical data and statements. The EEO Coordinator will then prepare an annual report for the Executive Director and Commissioners describing the Commission's achievements in providing equal employment opportunities, identifying those areas in which improvements are needed, and explaining those factors inhibiting achievement of equal employment opportunity objectives. Based upon this evaluation and report, the Coordinator will recommend modifications in the plan to the Commission.

The EEO Coordinator must ensure that all vacancies are publicly announced to attract candidates who represent the make-up of persons available in the qualified labor market and all hiring decisions are based solely on job-related factors. They should make reasonable efforts to see that the skills, abilities, and potential of each employee are identified and developed, and that all employees are given equal opportunities for promotions by being offered, when the work of the court permits and within the limits of available resources, cross-training, reassignments, job restructuring, special assignments, and outside job-related training.

Chief/Managing Public Defenders must apply equal employment opportunity practices and policies in their work units. This includes giving each employee a fair and equal opportunity to demonstrate his or her skills and, where those abilities exceed general performance standards, to be recommended for personnel actions and awards recognizing such achievements. As resources permit, it also requires providing training programs which enable employees to develop their job skills fully.

PERSONNEL PRACTICES

A. Recruitment

Each Chief/Managing Public Defender will seek qualified applicants who reflect the make-up of all such persons in the relevant labor market. The EEO Coordinator will publicize all vacancies.

B. Hiring

Each Chief/Managing Public Defender will make his/her hiring recommendations to the Executive Director strictly upon an evaluation of a person's qualifications and ability to perform the duties of the position satisfactorily.

C. Promotion

Each Chief/Managing Public Defender will recommend to the Executive Director promoting employees according to their experience, training, and demonstrated ability to perform duties of a higher level.

D. Advancement

Each Chief/Managing Public Defender will seek insofar as reasonably practicable to improve the skills and abilities of its employees through continuing education opportunities, cross-training, job restructuring, assignments, details, and outside training.

EVALUATIONS

Upon request of the EEO Coordinator or Executive Director, a Chief/Managing Public Defender will prepare a brief report for the EEO Coordinator describing its efforts to provide equal employment opportunities in recruitment, Hiring, Promotions and Advancement

A. Recruitment

Each Chief/Managing Public Defender will describe briefly efforts made to bring a fair cross-section of the pool available for the position into its applicant pool, including listing all employment sources used.

B. Hiring

Each Chief/Managing Public Defender will identify where its recruitment efforts resulted in the hiring of a cross-section of the pool available and will, if known, explain those instances where members of the cross-section did not accept employment with the Commission when it was offered.

C. Promotions

Each Chief/Managing Public Defender will briefly describe promotional opportunities which occurred and will provide an analysis of the distribution of promotions, including a description of those persons who were promoted to supervisory positions.

D. Advancement

Each Chief/Managing Public Defender will describe what efforts were made to improve the skills and abilities of employees through cross-training, job restructuring, assignments, details, and outside training. In addition, this evaluation should include information on factors inhibiting achievement of EEO objectives such as no vacancies, minimal numbers of qualified applicants in the relevant labor market, and on all persons in the office who have received all relevant training. This report will also include a breakdown according to the race, sex, national origin, and handicap of the Commission's personnel.

OBJECTIVES

The EEO Coordinator will develop objectives which reflect those improvements needed in recruitment, hiring, promotions, and advancement, and will prepare a specific plan for the Executive Director explaining how those objectives will be achieved.

ANNUAL REPORT

The EEO Coordinator will prepare for the Executive Director's review a report contain data required within Arkansas Code §21-3-101. Following the Executive Director's review, the EEO Coordinator will submit an annual report to the Bureau of Legislative Research before June 30 of each year.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: 0328 Sentencing Commission

Contact Name: Nicholas Stewart

Contact Phone: 870-850-8523

Contact Email: Nicholas.Stewart@doc.arkansas.gov

Date of Submission: July 12, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0
Asian Pacific Islander	0	0	0	0
Black/Not Hispanic	0	0	0	0
Hispanic	0	0	0	0
White/Not Hispanic	2	1	3	100%
Total	2	1	3	100%



Office of the Secretary

6814 Princeton Pike
Pine Bluff, Arkansas 71602

Phone: 870-267-6200

Fax: 870-267-6244

SECRETARIAL DIRECTIVE

SUBJECT: Equal Employment Opportunity

NUMBER: 2019-04

SUPERSEDES: N/A

APPLICABILITY: All Department of Corrections Employees

REFERENCE: Administrative Regulation 228, Ark. Code Ann.
§§ 25-43-105, 25-43-108, and 25-43-403

PAGE 1 of 3

ISSUED BY: Wendy Kelley

EFFECTIVE DATE: 10/17/2019

I. POLICY:

The Department of Corrections is an equal opportunity employer and does not discriminate against employees or job applicants based on age, race, sex, pregnancy, sexual orientation and gender identity, national origin, religion, disability, genetic orientation or any other status or condition protected by applicable State or Federal Laws. Discrimination by any employee shall constitute grounds for dismissal. Individuals are hired based on the qualifications for each position. All promotion decisions and other personnel actions, such as transfers, layoffs, return from layoffs and other actions are made in accordance with Equal Employment Opportunity principles.

II. PURPOSE:

This directive seeks to ensure that the Department of Corrections, as an Equal Opportunity Employer, will comply with the non-discrimination provisions of all applicable State and Federal laws and regulations regarding equal opportunity employment.

III. PROCEDURES:

A. Information dissemination:

1. The above policy statement will be referenced in employee handbooks and annual reports.
2. Annually the Secretary will prepare an Equal Employment Opportunity Statement for dissemination to all divisions for posting.

3. "The Law" poster provided by the Equal Employment Opportunity Commission will be posted. The poster will be placed in a conspicuous location where notices to applicants and employees are customarily posted. The poster will be placed in a location that is accessible to applicants and employees with disabilities that limit mobility. Notices will be read to applicants and employees with disabilities that limit seeing or reading ability.
 4. The agency will maintain contact with businesses that are closing, educational and community organizations in an effort to recruit members of all protected classes.
 5. All employment advertisements and recruitment brochures will contain assurance of equal employment opportunity.
 6. As defined by the Uniform Classification and Compensation Act, classified positions will be posted in such places as employee bulletin boards, in locations where applicants apply for jobs, and on the Arkansas Government Jobs website. Employment applications will be accepted through Arkansas Government Jobs website.
 7. Management will ensure employees who are members of a protected class receive equal consideration whenever promotional or incentive opportunities occur.
- B. Minority Purchasing
- The agency will comply with the Minority Business Economic Development Act.
- C. Training
- All training programs supported or sponsored by the agency will continue to be open to all employees, as appropriate, based on qualifications, job relatedness and other non-discriminatory criteria.
- D. Hiring, Placement, Transfer, Promotion, Lay-Off, Recall, Retention, Termination
- The Agency recognizes that that all job opportunities must be made available to everyone, including members of protected classes.
- Employee discipline will be administered by supervisors in a consistent, objective, good faith and non-discriminatory manner.
- E. Compensation
- All employees will receive compensation in accordance with the same standards. Opportunities for earning increased compensation will be afforded equally to all qualified employees.

F. Reporting

To provide a system for reporting and monitoring agency status with regard to this policy, Central Human Resource will provide the Secretary, Directors, Deputy and Assistant Directors the following two reports:

- Quarterly report showing the composition of the security and non-security workforce by race and gender.
- Quarterly list of promotions by race and gender

IV. IMPLEMENTATION AND EXCLUSIONS:

1. The entities within the Department are directed to review their existing operational policies and ensure that those policies reflect the procedures contained within this Secretarial Directive.
2. The employees of the Correctional School District are governed by the personnel policies set by the Board of Corrections (when convened as the Board of Education for the Arkansas Correctional School System).

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: **Department of Commerce/BA 0341 - Arkansas Waterways Commission**

Contact Name: **A. Grace Rodriguez**

Contact Phone: **501 682 3513**

Contact Email: **andrea.rodriguez@arkansas.gov**

Date of Submission: **08/05/2024**

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. **No.**

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander		1		11.11%
Black/Not Hispanic	1			11.11%
Hispanic				%
White/Not Hispanic	3	4	7	77.78%
Total	4	5	9	100%



Hugh McDonald
SECRETARY OF COMMERCE

Jerry Chism
DIRECTOR
DIVISION OF AERONAUTICS

COMMISSIONERS

James "Jay" Brain
Rogers

Dr. Richard L. Dawe
Melbourne

Michael Hutchins
De Valls Bluff

Edward R. Sanders
Hot Springs

Lloyd Wofford
Jonesboro

Will Dawson
Clinton

Samuel Jackson
Blytheville

EQUAL EMPLOYMENT POLICY

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices based on race, color, religion, sex, national origin, age, disability, or genetic information –TSS-OPM Policy 17.

Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principles.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act (Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.



EQUAL EMPLOYMENT POLICY

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices based on race, color, religion, sex, national origin, age, disability, or genetic information –TSS-OPM Policy 17.

Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principles.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act (Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.



Hugh McDonald
SECRETARY OF COMMERCE

Stephanie Isaacs
DIRECTOR,
OFFICE OF SKILLS DEVELOPMENT

EQUAL EMPLOYMENT POLICY

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices based on race, color, religion, sex, national origin, age, disability, or genetic information – TSS-OPM Policy 62.

Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principle.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act

(Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these

obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and

practices.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas State Claims Commission

Contact Name: Kathryn Irby

Contact Phone: 501-682-2822

Contact Email: kathryn.irby@arkansas.gov

Date of Submission: 6/3/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101. Please see attached.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	3	2		50%
Hispanic				0%
White/Not Hispanic	3	2		50%
Total				100%

ARKANSAS STATE CLAIMS COMMISSION

(501) 682-1619
FAX (501) 682-2823



KATHRYN IRBY
DIRECTOR

101 EAST CAPITOL AVENUE
SUITE 410
LITTLE ROCK, ARKANSAS
72201-3823

Equal Employment Hiring Practices Policy

The Arkansas State Claims Commission shall not discriminate in hiring, promoting, administering disciplinary action, or any other way against employees based on their race, creed, religion, national origin, age, sex, or gender. This is in accordance with federal law, which provides that it is illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex (including pregnancy), national origin, age (40 years or older), disability, or genetic information. Federal law also provides that it is illegal to discriminate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

The goal of the Arkansas State Claims Commission shall be to utilize an equal employment hiring program to approximate the percentage of minorities in the state's population, according to the most recent United States Census data.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: Arkansas Public Employees' Retirement System

Contact Name: Tammy Shadwick

Contact Phone: 501-682-7820

Contact Email: tammy.shadwick@arkansas.gov

Date of Submission: 08/01/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? No

If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0
Asian Pacific Islander	2	2	4	6.5%
Black/Not Hispanic	22	3	25	40.3%
Hispanic	0	1	1	1.6%
White/Not Hispanic	21	11	32	51.6%
Total	45	17	62	100%

ARKANSAS PUBLIC EMPLOYEES RETIREMENT SYSTEM

POLICY NO. 101 – EQUAL EMPLOYMENT OPPORTUNITY(EEO)

Effective Date: 01/17/2023	Distribution: All APERS employees
Revision Effective Date: 01/17/2023	Replaces: <ul style="list-style-type: none"> Any division policy or procedure that conflicts with this policy
Applicable Federal Statutes/Guidelines: <ul style="list-style-type: none"> Title VII of the Civil Rights Act of 1964 Age Discrimination in Employment Act of 1967 Americans with Disabilities Act of 1990 Equal Pay Act of 1963 Genetic Information Nondiscrimination Act of 2008 Immigration Reform and Control Act of 1986 The Pregnancy Discrimination Act of 1978 	Applicable State Statutes/Guidelines: <ul style="list-style-type: none"> A.C.A. § 21-3-101 A.C.A. §§ 21-3-201, et seq. A.C.A. § 21-12-103 A.C.A. § 16-123-107 A.C.A. § 11-5-403 Any other Arkansas law that is applicable
Approved By: <i>Shirley Techer</i>	Date Approved: 02/09/23

I. Purpose

The purpose of this policy is to promote and maintain equal employment of protected classes within the Arkansas Public Employees Retirement System (APERS).

II. Policy

- A. It is the policy of the APERS to recruit, select, hire, train, transfer, upgrade/promote, and discipline without regard to race, color, religion, national origin, age, sex, disability, genetic information, or any other non-merit-based factor.
- B. APERS will work to continually improve recruitment, employment, career development, and promotional opportunities for all employees.
- C. The identification, qualification, evaluation, or selection of candidates for promotions within APERS will be based solely on job-related criteria.

- D.** Discrimination under any of the above-cited federal or state laws by any APERS employee based upon race, color, religion, national origin, age, sex, disability, genetic information, or any other factor not related to the employee's job duties and responsibilities will result in disciplinary action and is grounds for dismissal.
- E.** When it is determined by any court of law that an APERS employee is guilty of discrimination, such determination is grounds for dismissal.
- F.** APERS will comply with all federal and state law regarding equal employment, including, but not limited to:
1. **The Age Discrimination in Employment Act of 1967 (ADEA);**
Under the ADEA, it is unlawful to discriminate against persons 40 years of age or older.
 2. **The American with Disabilities Act of 1990(ADA);**
Under the ADA, it is unlawful to discriminate against a person based on disability or relationship with an individual with disabilities.
 3. **The Equal Pay Act of 1963 (EPA);**
The EPA requires that men and women in the same workplace be given equal pay for equal work. The jobs need not be identical, but they must be substantially equal.
 4. **The Genetic Information Nondiscrimination Act of 2008 (GINA);**
Under the GINA, it is unlawful to discriminate against employees or applicants because of genetic information.
 5. **The Civil Rights Act of 1964;**
Under the Civil Rights Act, it is unlawful to discriminate against a person based on their race, color, religion, sex, or sexual orientation.
 6. **The Immigration Reform and Control Act of 1986 (IRCA); and**
Under the IRCA, it is unlawful to treat a person unfavorably because they are, or are married to, a person from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not.)
 7. **The Pregnancy Discrimination Act of 1978(PDA).**
Under the PDA, it is unlawful to treat a pregnant woman different than a woman that is not pregnant, when it comes to any aspect of employment, including hiring, firing, pay, job assignment, promotion, layoff, training, fringe benefits, or any other term or condition of employment.

- G.** It is illegal to discriminate against an employee because the employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.
- H.** APERS Human Resources Section will operate as APERS EEO officer and will coordinate and maintain an EEO plan to ensure equality in all employment matters.
- I.** Supervisors and Human Resources personnel will complete all Office of Personnel Management training related to Equal Employment.
- J. Reporting Discrimination**
 - 1. Employees should contact their supervisor or APERS Human Resources section for technical questions, problems, or complaints about this policy.
 - 2. Employees who believe they have been the victim of discrimination should immediately report the incident(s) to their supervisor so that steps can be taken to protect the employee from further discrimination. When it is not reasonable for the employee to report discrimination to their immediate supervisor, the report should immediately be made to another supervisor in the employee's chain of command.
 - 3. Supervisors will document all allegations of discrimination and file a complaint.
 - 4. Discrimination complaints will be investigated pursuant to same process as the APERS Policy No. 106 - Disciplinary Policy.
 - 5. No employee will be retaliated against for filing a complaint of discrimination or for assisting, testifying, or participating in the investigation of such a complaint.
 - 6. Appeals will be handled pursuant to APERS Policy 107-Grievance Process.
- K.** Nothing in this policy prevents an employee from pursuing legal or other action outside of APERS.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: 0375/Arkansas Teacher Retirement System

Contact Name: Stephanie Lilly-Palmer

Contact Phone: 501-682-2175, ext. 2403

Contact Email: stephaniep@artrs.gov

Date of Submission: 08/16/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0.00
Asian Pacific Islander	2	2	4	5.00%
Black/Not Hispanic	11	4	15	18.75%
Hispanic	1	0	1	1.25%
White/Not Hispanic	36	24	60	75.%
Total	50	30	80	100%

Arkansas Teacher Retirement System

Policy Title: ATRS Equal Employment Opportunity Policy

Purpose

ATRS is an equal opportunity employer. In accordance with anti-discrimination law, it is the purpose of this policy to effectuate these principles and mandates. ATRS prohibits discrimination and harassment of any type and affords equal employment opportunities to employee and applicants without regard to race, color, religion, sex, age, national origin, disability status protected veteran status, or any other characteristic protected by law. ATRS conforms to the spirit as well as to the letter of all applicable laws and regulations.

Persons Covered/Applicability

The policy of equal employment opportunity (EEO) and anti-discrimination applies to all aspects of the relationship between ATRS and its employees, including:

- Recruitment
- Employment
- Promotion
- Transfer
- Training
- Working conditions
- Wages and salary administration
- Employee benefits and application of policies

The policies and principles of EEO also apply to the selection and treatment of independent contractors, personnel working on our premises who are employed by temporary agencies and any other persons or firms doing business for or with ATRS.

Dissemination and Implementation of Policy

Human Resources administers our EEO policy fairly and consistently by:

- Posting all required notices regarding employee rights under EEO laws in areas highly visible to employees.
- Advertising for job openings with the statement "We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.
- Posting all required job openings on appropriate websites.
- Forbidding retaliation against any individual who files a charge of discrimination, opposes a practice believed to be unlawful discrimination, reports harassment, or assists, testifies or participates in an EEO agency incident.
- Requires employees to report to a member of management, an HR representative or the general counsel any apparent discrimination or harassment. The report should be made within 48 hours of the incident.
- Promptly notifies the general counsel of all incidents or reports of discrimination or harassment and takes other appropriate measures to resolve the situation.

Harassment

Harassment is a form of unlawful discrimination and violates ATRS policy. Prohibited sexual harassment, for example, is defined as unwelcome sexual advances, request for sexual favors and other verbal or physical contact of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals.
- Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Harassment also included unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where;

- Enduring the offensive conduct becomes a condition of continued employment, or

- The conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

ATRS encourages employees to report all incidents of harassment to a member of management or the HR department.

ATRS conducts harassment prevention training for all employees, and maintains and enforces a separate policy on harassment prevention, complaint procedures and penalties for violations. ATRS investigates all complaints of harassment promptly and fairly, and, when appropriate, takes immediate corrective action to stop the harassment and prevent it from recurring.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Ar. Development Finance Authority

Contact Name: Missy Burroughs

Contact Phone: 501-682-5938

Contact Email: Missy.Burroughs@Arkansas.gov

Date of Submission: 8-16-2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	0	1	1%
Asian Pacific Islander	0	0	0	0%
Black/Not Hispanic	10	0	10	24%
Hispanic	0	0	0	0%
White/Not Hispanic	19	13	32	75%
Total	29	13	43	100%



EQUAL EMPLOYMENT POLICY

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices based on race, color, religion, sex, national origin, age, disability, or genetic information –TSS-OPM Policy 17.

Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principles.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act (Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: Division of Aeronautics

Contact Name: McCall Harriman

Contact Phone: 501-376-6781

Contact Email: McCall.Harriman@Arkansas.gov

Date of Submission: 06/18/24

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic				%
Hispanic				%
White/Not Hispanic	2	2	4	100%
Total	2	2	4	100%

****Budgeted positions total 5; but one position is vacant at this time.****



Hugh McDonald
SECRETARY OF COMMERCE

Jerry Chism
DIRECTOR
DIVISION OF AERONAUTICS

COMMISSIONERS

James "Jay" Brain
Rogers

Dr. Richard L. Dawe
Melbourne

Michael Hutchins
De Valls Bluff

Edward R. Sanders
Hot Springs

Lloyd Wofford
Jonesboro

Will Dawson
Clinton

Samuel Jackson
Blytheville

EQUAL EMPLOYMENT POLICY

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Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principles.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act (Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: Commerce/Arkansas State Bank
Department

Contact Name: Jessica Wallace

Contact Phone: 501-683-3214

Contact Email: jessica.j.wallace@banking.state.ar.us

Date of Submission: 08/01/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? NO

If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian		1	1	1%
Asian Pacific Islander		3	3	4%
Black/Not Hispanic	4	2	6	8%
Hispanic	1		1	1%
White/Not Hispanic	16	50	66	86%
Total	21	56	77	100%



EQUAL EMPLOYMENT POLICY

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices based on race, color, religion, sex, national origin, age, disability, or genetic information – TSS-OPM Policy 62.

Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principle.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act

(Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: Commerce/Arkansas Securities

Department

Contact Name: Sharonica Crutchfield

Contact Phone: 501-324-8685

Contact Email: Sharonica.K.Crutchfield@arkansas.gov

Date of Submission: 08/01/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? NO

If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander		2	2	6%
Black/Not Hispanic	9	1	10	31%
Hispanic				%
White/Not Hispanic	8	12	20	63%
Total	17	15	32	100%



EQUAL EMPLOYMENT POLICY

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Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principle.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act

(Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Human Resources/AR Insurance Dept.

Contact Name: Bonita Nash

Contact Phone: 501-371-2808

Contact Email: bonita.nash@arkansas.gov

Date of Submission: August 1, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No changes have been made.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander	1	4	5	%
Black/Not Hispanic	33	6	39	%
Hispanic		1	1	%
White/Not Hispanic	66	52	118	%
Total	100	63	163	%



Hugh McDonald
SECRETARY OF COMMERCE

Alan McClain
COMMISSIONER,
ARKANSAS INSURANCE
DEPARTMENT

EQUAL EMPLOYMENT POLICY

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Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principle.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act (Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Public Service Commission

Contact Name: Vikki Hearn

Contact Phone: 501-682-1335

Contact Email: vikki.hearn@arkansas.gov

Date of Submission: July 15, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? No. If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0
Asian Pacific Islander	1	1	2	2%
Black/Not Hispanic	24	4	28	29%
Hispanic	1	1	2	2%
White/Not Hispanic	22	42	64	67%
Total	48	48	96	100%

Equal Employment Opportunity Policy

The Arkansas Public Service Commission prohibits employment practices that discriminate against any individual based upon race, color, religion, gender, age, national origin, handicap, or political affiliation. Such discrimination by any employee, including a determination by any court of law of such discrimination, shall constitute grounds for dismissal.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: 0480 Division of Correction

Contact Name: Nicholas Stewart

Contact Phone: 870-850-8523

Contact Email: Nicholas.Stewart@doc.arkansas.gov

Date of Submission: July 12, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	3	2	5	.002%
Asian Pacific Islander	3	15	18	.006%
Black/Not Hispanic	1109	626	1735	58%
Hispanic	8	26	34	.011%
White/Not Hispanic	412	781	1193	40%
Total	1535	1450	2985	100%



Office of the Secretary

6814 Princeton Pike
Pine Bluff, Arkansas 71602

Phone: 870-267-6200

Fax: 870-267-6244

SECRETARIAL DIRECTIVE

SUBJECT: Equal Employment Opportunity

NUMBER: 2019-04

SUPERSEDES: N/A

APPLICABILITY: All Department of Corrections Employees

REFERENCE: Administrative Regulation 228, Ark. Code Ann.
§§ 25-43-105, 25-43-108, and 25-43-403

PAGE 1 of 3

ISSUED BY: Wendy Kelley

EFFECTIVE DATE: 10/17/2019

I. POLICY:

The Department of Corrections is an equal opportunity employer and does not discriminate against employees or job applicants based on age, race, sex, pregnancy, sexual orientation and gender identity, national origin, religion, disability, genetic orientation or any other status or condition protected by applicable State or Federal Laws. Discrimination by any employee shall constitute grounds for dismissal. Individuals are hired based on the qualifications for each position. All promotion decisions and other personnel actions, such as transfers, layoffs, return from layoffs and other actions are made in accordance with Equal Employment Opportunity principles.

II. PURPOSE:

This directive seeks to ensure that the Department of Corrections, as an Equal Opportunity Employer, will comply with the non-discrimination provisions of all applicable State and Federal laws and regulations regarding equal opportunity employment.

III. PROCEDURES:

A. Information dissemination:

1. The above policy statement will be referenced in employee handbooks and annual reports.
2. Annually the Secretary will prepare an Equal Employment Opportunity Statement for dissemination to all divisions for posting.

3. "The Law" poster provided by the Equal Employment Opportunity Commission will be posted. The poster will be placed in a conspicuous location where notices to applicants and employees are customarily posted. The poster will be placed in a location that is accessible to applicants and employees with disabilities that limit mobility. Notices will be read to applicants and employees with disabilities that limit seeing or reading ability.
 4. The agency will maintain contact with businesses that are closing, educational and community organizations in an effort to recruit members of all protected classes.
 5. All employment advertisements and recruitment brochures will contain assurance of equal employment opportunity.
 6. As defined by the Uniform Classification and Compensation Act, classified positions will be posted in such places as employee bulletin boards, in locations where applicants apply for jobs, and on the Arkansas Government Jobs website. Employment applications will be accepted through Arkansas Government Jobs website.
 7. Management will ensure employees who are members of a protected class receive equal consideration whenever promotional or incentive opportunities occur.
- B. Minority Purchasing
- The agency will comply with the Minority Business Economic Development Act.
- C. Training
- All training programs supported or sponsored by the agency will continue to be open to all employees, as appropriate, based on qualifications, job relatedness and other non-discriminatory criteria.
- D. Hiring, Placement, Transfer, Promotion, Lay-Off, Recall, Retention, Termination
- The Agency recognizes that that all job opportunities must be made available to everyone, including members of protected classes.
- Employee discipline will be administered by supervisors in a consistent, objective, good faith and non-discriminatory manner.
- E. Compensation
- All employees will receive compensation in accordance with the same standards. Opportunities for earning increased compensation will be afforded equally to all qualified employees.

F. Reporting

To provide a system for reporting and monitoring agency status with regard to this policy, Central Human Resource will provide the Secretary, Directors, Deputy and Assistant Directors the following two reports:

- Quarterly report showing the composition of the security and non-security workforce by race and gender.
- Quarterly list of promotions by race and gender

IV. IMPLEMENTATION AND EXCLUSIONS:

1. The entities within the Department are directed to review their existing operational policies and ensure that those policies reflect the procedures contained within this Secretarial Directive.
2. The employees of the Correctional School District are governed by the personnel policies set by the Board of Corrections (when convened as the Board of Education for the Arkansas Correctional School System).

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: 0485 Division of Community
Correction

Contact Name: Nicholas Stewart

Contact Phone: 870-850-8523

Contact Email: Nicholas.Stewart@doc.arkansas.gov

Date of Submission: July 12, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	2	3	1%
Asian Pacific Islander	5	2	7	1%
Black/Not Hispanic	334	124	458	39%
Hispanic	11	10	21	2%
White/Not Hispanic	356	301	657	57%
Total	707	439	1146	100%



Office of the Secretary

6814 Princeton Pike
Pine Bluff, Arkansas 71602

Phone: 870-267-6200

Fax: 870-267-6244

SECRETARIAL DIRECTIVE

SUBJECT: Equal Employment Opportunity

NUMBER: 2019-04

SUPERSEDES: N/A

APPLICABILITY: All Department of Corrections Employees

REFERENCE: Administrative Regulation 228, Ark. Code Ann.
§§ 25-43-105, 25-43-108, and 25-43-403

PAGE 1 of 3

ISSUED BY: Wendy Kelley

EFFECTIVE DATE: 10/17/2019

I. POLICY:

The Department of Corrections is an equal opportunity employer and does not discriminate against employees or job applicants based on age, race, sex, pregnancy, sexual orientation and gender identity, national origin, religion, disability, genetic orientation or any other status or condition protected by applicable State or Federal Laws. Discrimination by any employee shall constitute grounds for dismissal. Individuals are hired based on the qualifications for each position. All promotion decisions and other personnel actions, such as transfers, layoffs, return from layoffs and other actions are made in accordance with Equal Employment Opportunity principles.

II. PURPOSE:

This directive seeks to ensure that the Department of Corrections, as an Equal Opportunity Employer, will comply with the non-discrimination provisions of all applicable State and Federal laws and regulations regarding equal opportunity employment.

III. PROCEDURES:

A. Information dissemination:

1. The above policy statement will be referenced in employee handbooks and annual reports.
2. Annually the Secretary will prepare an Equal Employment Opportunity Statement for dissemination to all divisions for posting.

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 4. The agency will maintain contact with businesses that are closing, educational and community organizations in an effort to recruit members of all protected classes.
 5. All employment advertisements and recruitment brochures will contain assurance of equal employment opportunity.
 6. As defined by the Uniform Classification and Compensation Act, classified positions will be posted in such places as employee bulletin boards, in locations where applicants apply for jobs, and on the Arkansas Government Jobs website. Employment applications will be accepted through Arkansas Government Jobs website.
 7. Management will ensure employees who are members of a protected class receive equal consideration whenever promotional or incentive opportunities occur.
- B. Minority Purchasing
- The agency will comply with the Minority Business Economic Development Act.
- C. Training
- All training programs supported or sponsored by the agency will continue to be open to all employees, as appropriate, based on qualifications, job relatedness and other non-discriminatory criteria.
- D. Hiring, Placement, Transfer, Promotion, Lay-Off, Recall, Retention, Termination
- The Agency recognizes that that all job opportunities must be made available to everyone, including members of protected classes.
- Employee discipline will be administered by supervisors in a consistent, objective, good faith and non-discriminatory manner.
- E. Compensation
- All employees will receive compensation in accordance with the same standards. Opportunities for earning increased compensation will be afforded equally to all qualified employees.

F. Reporting

To provide a system for reporting and monitoring agency status with regard to this policy, Central Human Resource will provide the Secretary, Directors, Deputy and Assistant Directors the following two reports:

- Quarterly report showing the composition of the security and non-security workforce by race and gender.
- Quarterly list of promotions by race and gender

IV. IMPLEMENTATION AND EXCLUSIONS:

1. The entities within the Department are directed to review their existing operational policies and ensure that those policies reflect the procedures contained within this Secretarial Directive.
2. The employees of the Correctional School District are governed by the personnel policies set by the Board of Corrections (when convened as the Board of Education for the Arkansas Correctional School System).

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas PBS/0516

Contact Name: Jennifer Killough

Contact Phone: 501-852-2625

Contact Email: jkillough@myarkansaspbs.org

Date of Submission: 06/12/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	2	1	3	4%
Black/Not Hispanic	5	3	8	11%
Hispanic	2	0	2	3%
White/Not Hispanic	22	39	61	82%
Total	31	43	74	100%



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. §§ 21-3-203 and 21-12-103

Revised: March 16, 2020

State agencies shall not discriminate in hiring, promoting, administering disciplinary action, or in any other way against employees. Every agency must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the agency to a level that approximates the percentage of minorities in the state's population. Agencies shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Agencies should establish an investigation process for allegations of discrimination and/or harassment. Agencies shall include in their personnel manual a statement that discrimination by an officer or employee is grounds for dismissal. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment.

The following types of discrimination are prohibited by law:

I. Age (Age Discrimination in Employment Act)

The law protects employees who are at least forty (40) years of age or older. An agency is prohibited from limiting, segregating, or classifying employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee and an agency cannot reduce an employee's rate of pay because of age.

An agency may take adverse personnel actions against an employee if age is a bona fide occupational qualification, reasonably necessary to the normal operations of a particular job, or where the differentiation is based on factors other than age.

An employee may be subject to compulsory retirement if the employee:

1. Is sixty-five (65) years of age;
2. For the two-year period immediately before retirement is employed in a bona fide executive or high policy-making position; and
3. Is entitled to an immediate non-forfeitable annual retirement benefit from pension, savings, or deferred compensation plan, or any combination of such plans which is an aggregate of at least forty-four thousand dollars (\$44,000).

II. Disability (Americans with Disabilities Act)

Disability discrimination is when an agency does one of the following:

1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. §§ 21-3-203 and 21-12-103

Revised: March 16, 2020

2. Treats an applicant or employee less favorably because he/she has a history of a disability (such as cancer that is controlled or in remission), or
3. Treats an applicant or employee less favorably because he/she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he/she does not have such an impairment).

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because their spouse has a disability. The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

III. Equal pay/compensation (Equal Pay Act)

The Equal Pay Act requires that men and women in the same workplace be given equal pay for equal work. The jobs need not be identical, but they must be substantially equal.

IV. Genetic information (Genetic Information Nondiscrimination Act)

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history). Family medical history is included in the definition of genetic information because it is often used to determine whether someone has an increased risk of getting a disease, disorder, or condition in the future.

V. Harassment

Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

VI. National origin (Immigration and Nationality Act)



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. §§ 21-3-203 and 21-12-103

Revised: March 16, 2020

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). National origin discrimination also can involve treating people unfavorably because they are married to (or associated with) a person of a certain national origin. Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.

VII. Pregnancy

Pregnancy discrimination involves treating a woman, an applicant or employee, unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

VIII. Race/color

Race discrimination involves treating an applicant or employee unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion. Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color. Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

IX. Religion

Religious discrimination involves treating an applicant or employee unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs. Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion.

X. Sex

Sex discrimination involves treating an applicant or employee unfavorably because of that person's sex.

XI. Sexual harassment



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. §§ 21-3-203 and 21-12-103

Revised: March 16, 2020

All state agencies must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the agency or institution of higher education policy shall be filed with the Office of Personnel Management (OPM).

Sexual harassment is a form of discrimination and is unwelcome behavior that is either verbal or physical in nature. What constitutes sexual harassment is:

1. Submission to the conduct is either an explicit or implicit term or condition of employment, and/or
2. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting, and/or
3. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Actions that may be defined as sexual harassment are not limited to the "supervisor and employee" situation, but may include actions of coworkers, actions of the same or opposite sex and action of individuals external to the agency, but who have contact with employees in the work environment.

Retaliation

It is illegal to discriminate because the employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Every agency must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the agency to a level that approximates the percentage of minorities in the state's population. Agencies shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Agencies shall include in their personnel manual a statement that discrimination by an officer or employee based upon race, creed, religion, national origin, age, sex, or gender is grounds for dismissal. When it is determined by any court of law that an employee of this state is guilty of discrimination based upon race, creed, religion, national origin, age, sex or gender, such determination is grounds for dismissal from employment.



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Practices

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. §§ 21-3-203 and 21-12-103

Revised: March 16, 2020

For more information about the types of discrimination and prohibited practices, see the U.S. Equal Employment Opportunity Commission website at <https://www.eeoc.gov/laws/index.cfm>.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: DHS 0710

Contact Name: Damian Hick, Chief-Office of Human Resources

Contact Phone:501-320-6250

Contact Email: damian.hicks@dhs.arkansas.gov

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	30	7	37	0.55%
Asian Pacific Islander	33	7	40	0.60%
Black/Not Hispanic	2264	525	2789	41.62%
Hispanic	92	22	114	1.70%
White/Not Hispanic	2949	772	3721	55.53%
Total	5368	1333	6701	100%

1009 EQUAL OPPORTUNITY POLICY

I. Purpose

This establishes the DHS Equal Opportunity policy. This policy is applicable to all employees, applicants seeking employment within DHS, and to all persons or organizations seeking or receiving services, benefits, contracts, agreements, grants, sub-grants, programs, and projects funded through or from DHS, including employees, clients, customers, and applicants of grantees and sub-grantees.

II. Assurances

- (A) DHS shall provide fair and equal opportunity in employment, service delivery, and grant administration regardless of a person's race, color, religion, sex, age, national origin, political beliefs, or disability as defined in the Americans with Disabilities Act.
- (B) DHS shall actively promote equal opportunity through the establishment and application of personnel policies and procedures to include: recruitment, selection, promotion, demotion, transfer, reclassification, layoff and recall, training, termination and other benefits, and terms and conditions of employment.
- (C) DHS shall ensure non-discrimination and equal opportunity in compliance with all applicable federal laws, regulations, executive orders, and civil rights rules or regulations.

III. Responsibilities and Procedures

- (A) The overall responsibility for coordination of equal opportunity policies, programs, and employment practices within DHS has been assigned to the Administrator of DHS Office of Employee Relations and Office of Equal Opportunity (OER/OEO).
- (B) Any DHS staff member who receives a written complaint of discrimination from any person shall forward the complaint immediately to his or her division director for referral to OER/OEO.
- (C) Any DHS supervisor or manager who receives a verbal complaint of discrimination from any person shall encourage that person to submit a written complaint. Regardless of whether the complaint is made in writing, the supervisor or manager receiving the complaint shall provide the person making the complaint a copy of form DHS-2808, and immediately notify his or her division director in writing for follow-up or referral to OER/OEO as appropriate.

IV. Complaints of Discrimination

- (A) Any person to whom or entity to which this policy applies may use form DHS-2808, Complaint of Discrimination, to file a complaint, regardless of whether the complaint directly concerns DHS or its employees. Complaints filed using other means, such as by letter or email, should contain substantially the same information as that requested on DHS-2808.

- (B) OER/OEO shall receive complaints relating to any DHS Division or Office, program, project, service, contract, or grant, regardless of whether the person making the complaint or the person against whom the complaint is made is an employee of DHS.
- (C) OER/OEO shall establish written criteria for determining when a complaint shall be referred to an outside agency or office, such as the U.S. Equal Employment Opportunity Commission, the U.S. Department of Health and Human Services Office of Civil Rights, the U.S. Department of Justice Office for Civil Rights, the U.S. Department of Labor, or other state or federal investigative or enforcement agencies.
- (D) Complaints which allege discriminatory, harassing, or retaliatory conduct by any DHS employee shall be investigated by OER/OEO or the DHS Office of Security and Compliance (OSC), as determined by the OER/OEO Administrator. The OER/OEO and OSC will conduct prompt investigations of complaints and issue written determinations of any findings.
- (E) When DHS investigates a complaint that involves a federal civil rights law over which the U.S. Department of Justice Office for Civil Rights has jurisdiction, the U.S. Department of Justice Office for Civil Rights retains the authority to:
 - (1) Conduct a supplementary or de novo investigation;
 - (2) Approve, modify, or reject recommended findings;
 - (3) Approve, modify, or reject any proposed voluntary resolution; and
 - (4) Initiate formal enforcement action.
- (F) Complaints which are not referred for investigation by DHS, including complaints which allege discriminatory, harassing, or retaliatory conduct by persons who are not DHS employees, shall be referred to other appropriate state or federal investigative or enforcement agencies, consistent with the written criteria established in this policy.

V. Investigations

- (A) Nothing in this policy shall prevent, prohibit, or delay an DHS division, office, or institution from investigating violations of policy or monitoring compliance with contractual or grant obligations.
- (B) When a DHS employee is accused of unlawful discrimination, harassment, or retaliation under this policy, the employing division may defer disciplinary action until resolution of the investigation by the OER/OEO or OSC.
- (C) Deferring disciplinary action for alleged discrimination, harassment, or retaliation does not prevent a division from administering discipline up to and including termination for violation of other DHS policy, behavior, or performance expectations.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: **Department of Commerce/ BA 0790 - Arkansas Economic Development Commission**

Contact Name: **A. Grace Rodriguez**

Contact Phone: **501 682 3513**

Contact Email: **andrea.rodriguez@arkansas.gov**

Date of Submission: **08/05/2024**

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. **No.**

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander	2	1	3	4.11%
Black/Not Hispanic	8	1	9	12.33%
Hispanic	2		2	2.74%
White/Not Hispanic	25	34	59	80.82%
Total	37	36	73	100%



Hugh McDonald
SECRETARY OF COMMERCE

Jerry Chism
DIRECTOR
DIVISION OF AERONAUTICS

COMMISSIONERS

James "Jay" Brain
Rogers

Dr. Richard L. Dawe
Melbourne

Michael Hutchins
De Valls Bluff

Edward R. Sanders
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Lloyd Wofford
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Will Dawson
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Samuel Jackson
Blytheville

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Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, genetic information or any other status or condition protected by applicable state or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs/RIFs, return from layoffs/RIF, and other actions are made in accordance with Equal Employment Opportunity principles.

Title VII, of the Civil Rights Act of 1964 and The Equal Employment Opportunity Act (Public Law 92–261) of 1972, prohibits discrimination based on race, color, national origin, sex, and religion, and prohibits employers from retaliating against any employees who exercise their rights under Title VII. Today, the EEOC enforces federal anti-discrimination statutes, and provides oversight and coordination of all federal equal opportunity regulations, policies, and practices. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.



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Hugh McDonald
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Stephanie Isaacs
DIRECTOR,
OFFICE OF SKILLS DEVELOPMENT

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obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and

practices.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: AR Dept of Parks, Heritage and Tourism

Business Area: 0865 DIVISION OF ARKANSAS HERITAGE

Contact Name: Debbie Biggs, HR Director

Contact Phone: 501.324.9584

Contact Email: debbie.biggs@arkansas.gov

Date of Submission: 09/08/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No Changes.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	13	8	21	20%
Hispanic		2	2	1%
White/Not Hispanic	48	36	84	79%
Total	61	46	107	100%



Sarah Huckabee Sanders

Governor

Shea Lewis

Secretary

AFFIRMITIVE ACTION/EQUAL OPPORTUNITY POLICY

The Arkansas Department of Parks, Heritage and Tourism (ADPHT) does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Equal employment opportunity applies to all terms and conditions of employment, including hiring, placement, promotion, termination, layoff, transfer, leave of absence, compensation, and training

ADPHT expressly prohibits any form of unlawful employee harassment or discrimination based on any of the characteristics mentioned above. Improper interference with the ability of other employees to perform their expected job duties is not tolerated.

ADPHT will endeavor to make a reasonable accommodation of an otherwise qualified applicant or employee related to an individual's physical or mental disability, sincerely held religious beliefs and practices, and/or any other reason required by applicable law, unless doing so would impose an undue hardship upon the ADPHT business operations.

Retaliation in any form against individuals who raise issues of equal employment opportunity will not be tolerated. Retaliation is adverse action taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse action" includes but is not limited to:

- Termination
- Demotion
- Denial of promotion
- Unjustified negative evaluations
- Harassment
- Express or implied threats or intimidation

Employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring the issues to the attention of the ADPHT Human Resources Director immediately.



A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: AR Dept of Parks, Heritage and Tourism

Business Area: 0870 Arkansas Arts Council

Contact Name: Debbie Biggs, HR Director

Contact Phone: 501.324.9584

Contact Email: debbie.biggs@arkansas.gov

Date of Submission: 09/08/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No Changes.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic		1	1	100%
Hispanic				%
White/Not Hispanic		1	1	100%
Total	2		2	%



Sarah Huckabee Sanders

Governor

Shea Lewis

Secretary

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- Demotion
- Denial of promotion
- Unjustified negative evaluations
- Harassment
- Express or implied threats or intimidation

Employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring the issues to the attention of the ADPHT Human Resources Director immediately.



A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: AR Dept of Parks, Heritage and Tourism

Business Area: 0900 DIVISION OF ARKANSAS STATE PARKS & DIVISION OF ARKANSAS TOURISM

Contact Name: Debbie Biggs, HR Director

Contact Phone: 501.324.9584

Contact Email: debbie.biggs@arkansas.gov

Date of Submission: 09/08/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No Changes.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	4	3	7	1%
Asian Pacific Islander	3	2	5	1%
Black/Not Hispanic	13	11	24	4%
Hispanic	3	4	7	1%
White/Not Hispanic	261	327	588	93%
Total	284	347	631	100%



Sarah Huckabee Sanders

Governor

Shea Lewis

Secretary

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ADPHT expressly prohibits any form of unlawful employee harassment or discrimination based on any of the characteristics mentioned above. Improper interference with the ability of other employees to perform their expected job duties is not tolerated.

ADPHT will endeavor to make a reasonable accommodation of an otherwise qualified applicant or employee related to an individual's physical or mental disability, sincerely held religious beliefs and practices, and/or any other reason required by applicable law, unless doing so would impose an undue hardship upon the ADPHT business operations.

Retaliation in any form against individuals who raise issues of equal employment opportunity will not be tolerated. Retaliation is adverse action taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse action" includes but is not limited to:

- Termination
- Demotion
- Denial of promotion
- Unjustified negative evaluations
- Harassment
- Express or implied threats or intimidation

Employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring the issues to the attention of the ADPHT Human Resources Director immediately.



A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Arkansas Department of Agriculture

Contact Name: Paula Jones

Contact Phone: 501-219-6370

Contact Email: paula.jones@agriculture.arkansas.gov

Date of Submission: 7/11/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup. Extra-help employees are included in this report as of 6/22/2024.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	6	7	1%
Asian Pacific Islander	4	5	9	1.3%
Black/Not Hispanic	21	24	45	6.7%
Hispanic	2	2	4	.6%
White/Not Hispanic	194	410	604	90.3%
Total	222	447	669	100%



ARKANSAS DEPARTMENT OF AGRICULTURE

EQUAL EMPLOYMENT OPPORTUNITY POLICY

Effective July 1, 2019. This Policy supersedes earlier policies, which are hereby repealed.

I. APPLICABILITY. This policy applies to Arkansas Department of Agriculture (Department) employees.

II. POLICY. The Department is an equal opportunity employer providing equal employment opportunities without regard to race, color, sex, creed, religion, age, genetic information, national origin, disability or other biases prohibited by state or federal law. This commitment is supported by practical good faith efforts to implement and maintain a policy and practice of employing minority group members, women, and members of other protected classes, on a non-discriminatory basis. This policy and practice relates to all phases of employment, including, but not limited to recruiting, hiring, placement, promotion, transfer, layoff, recall, termination, rates of pay or other forms of compensation, training, use of facilities and participation in the Department-sponsored employee activities and programs. The Department will comply with the non-discrimination provisions of all applicable State and federal regulations and all personnel actions will be carried out on a non-discriminatory basis.

III. IMPLEMENTATION.

A. Information Dissemination

Supervisors and managers are responsible for implementing and administering this policy, applying these principles in good faith for meaningful progress in the employment of minorities, women and members of other protected classes. The Department will communicate the Equal Employment Opportunity (EEO) policy statement by:

1. Referencing the policy statement in all employee handbooks,
2. Placing the policy statement in a conspicuous place at the Department headquarters, and
3. Posting job openings in such places as the Arkansas Government Jobs website, local newspapers when needed, and the Department's social media sites when deemed appropriate.

B. Additional Employment Law Information

Additional information about federal employment law is summarized on the posters titled: "Equal Employment Opportunity is the Law" and "Your Rights Under USERRA: The Uniformed Services Employment and Reemployment Rights Act" at each Department office.

C. Implementing and Administering the EEO Program

The Human Resources Administrator (HRA) will confer with and assist supervisors in understanding and meeting EEO Program responsibilities.

D. Training

Training programs supported or sponsored by the Department will continue to be open to all employees, as appropriate, on the basis of qualifications, job relatedness and other non-discriminatory reasons. Such employees who appear to have management potential will be encouraged to seek advancement into supervisory or other management positions.

E. Compensation

All employees will receive compensation in accordance with Office of Personnel Management job classification standards. Opportunities for performing overtime work or otherwise earning increased compensation, when available, will be afforded to all qualified employees.

F. Liaison

The Secretary of Agriculture will designate personnel to serve as liaison to minority, women and community organizations that are concerned with equal employment opportunity.

IV. MINORITY HIRING

A. The HRA must monitor employment trends and document an annual review of minority employment. If it is determined that deficiencies exist regarding practices for employment of minority groups and women, the HRA must document the implementation of a program to improve minority hiring.

B. The HRA will confer with and assist supervisors in understanding and meeting EEO responsibilities.

C. Special attention will be given to recruiting efforts for positions that are difficult to fill and/or have an under representation of minorities and women.

D. Increased emphasis will be given to seeking and encouraging applicants from minority groups where such applicants with the necessary qualifications or potentials are available.

E. Supervisors are encouraged to employ qualified minority group individuals in available positions.

F. Supervisors will advise staff of increased interest in qualified members of minority groups for job assignments where they have not been employed previously.

G. Supervisors will ensure minority group employees receive equal consideration whenever promotional or incentive opportunities occur.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Department of Commerce/ BA 9902 - Shared Services and Office of Skills Development

Contact Name: A. Grace Rodriguez

Contact Phone: 501 682 3513

Contact Email: andrea.rodriguez@arkansas.gov

Date of Submission: 08/05/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian				%
Asian Pacific Islander				%
Black/Not Hispanic	6		6	14.63%
Hispanic	1		1	2.44%
White/Not Hispanic	15	19	34	82.93%
Total	22	19	41	100%



Hugh McDonald
SECRETARY OF COMMERCE

Jerry Chism
DIRECTOR
DIVISION OF AERONAUTICS

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obligations, EEOC also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and

practices.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: 9903 Arkansas Department of Corrections

Contact Name: Nicholas Stewart

Contact Phone: 870-850-8523

Contact Email: Nicholas.Stewart@doc.arkansas.gov

Date of Submission: July 12, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	0	1	1	.005%
Black/Not Hispanic	47	13	0	34%
Hispanic	0	0	0	0%
White/Not Hispanic	76	39	0	65.34%
Total	123	53	1	100%



Office of the Secretary

6814 Princeton Pike
Pine Bluff, Arkansas 71602

Phone: 870-267-6200

Fax: 870-267-6244

SECRETARIAL DIRECTIVE

SUBJECT: Equal Employment Opportunity

NUMBER: 2019-04

SUPERSEDES: N/A

APPLICABILITY: All Department of Corrections Employees

REFERENCE: Administrative Regulation 228, Ark. Code Ann.
§§ 25-43-105, 25-43-108, and 25-43-403

PAGE 1 of 3

ISSUED BY: Wendy Kelley

EFFECTIVE DATE: 10/17/2019

I. POLICY:

The Department of Corrections is an equal opportunity employer and does not discriminate against employees or job applicants based on age, race, sex, pregnancy, sexual orientation and gender identity, national origin, religion, disability, genetic orientation or any other status or condition protected by applicable State or Federal Laws. Discrimination by any employee shall constitute grounds for dismissal. Individuals are hired based on the qualifications for each position. All promotion decisions and other personnel actions, such as transfers, layoffs, return from layoffs and other actions are made in accordance with Equal Employment Opportunity principles.

II. PURPOSE:

This directive seeks to ensure that the Department of Corrections, as an Equal Opportunity Employer, will comply with the non-discrimination provisions of all applicable State and Federal laws and regulations regarding equal opportunity employment.

III. PROCEDURES:

A. Information dissemination:

1. The above policy statement will be referenced in employee handbooks and annual reports.
2. Annually the Secretary will prepare an Equal Employment Opportunity Statement for dissemination to all divisions for posting.

3. "The Law" poster provided by the Equal Employment Opportunity Commission will be posted. The poster will be placed in a conspicuous location where notices to applicants and employees are customarily posted. The poster will be placed in a location that is accessible to applicants and employees with disabilities that limit mobility. Notices will be read to applicants and employees with disabilities that limit seeing or reading ability.
 4. The agency will maintain contact with businesses that are closing, educational and community organizations in an effort to recruit members of all protected classes.
 5. All employment advertisements and recruitment brochures will contain assurance of equal employment opportunity.
 6. As defined by the Uniform Classification and Compensation Act, classified positions will be posted in such places as employee bulletin boards, in locations where applicants apply for jobs, and on the Arkansas Government Jobs website. Employment applications will be accepted through Arkansas Government Jobs website.
 7. Management will ensure employees who are members of a protected class receive equal consideration whenever promotional or incentive opportunities occur.
- B. Minority Purchasing
- The agency will comply with the Minority Business Economic Development Act.
- C. Training
- All training programs supported or sponsored by the agency will continue to be open to all employees, as appropriate, based on qualifications, job relatedness and other non-discriminatory criteria.
- D. Hiring, Placement, Transfer, Promotion, Lay-Off, Recall, Retention, Termination
- The Agency recognizes that that all job opportunities must be made available to everyone, including members of protected classes.
- Employee discipline will be administered by supervisors in a consistent, objective, good faith and non-discriminatory manner.
- E. Compensation
- All employees will receive compensation in accordance with the same standards. Opportunities for earning increased compensation will be afforded equally to all qualified employees.

F. Reporting

To provide a system for reporting and monitoring agency status with regard to this policy, Central Human Resource will provide the Secretary, Directors, Deputy and Assistant Directors the following two reports:

- Quarterly report showing the composition of the security and non-security workforce by race and gender.
- Quarterly list of promotions by race and gender

IV. IMPLEMENTATION AND EXCLUSIONS:

1. The entities within the Department are directed to review their existing operational policies and ensure that those policies reflect the procedures contained within this Secretarial Directive.
2. The employees of the Correctional School District are governed by the personnel policies set by the Board of Corrections (when convened as the Board of Education for the Arkansas Correctional School System).



Arkansas Department of Education

Four Capitol Mall • Little Rock, Arkansas • 72201-1030 • (501) 682-4475 • Fax (501) 682-1079

Sarah Huckabee Sanders
Governor

Jacob Oliva
Secretary

A.C.A § 21-3-101 Equal Employment Hiring Program Reporting

Department/ Agency/ Institution Name: Arkansas Department of Education (ADE)
Business Areas: 318, 500, 510, 513, 519, 552, 590, 700, 9904

Contact Name: Scott Carnes, Human Resources Director

Contact Phone: (501) 537-9686

Contact Email: scott.carnes@ade.arkansas.gov

Date of Submission: July 1, 2024

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	2	2	4	0.4
Asian Pacific Islander	9	4	13	1.5
Black/ Not Hispanic	214	47	261	29.4
Hispanic	22	6	28	3.2
White/Not Hispanic	415	165	580	65.5
Total	662	224	886	100%

Jacob Oliva, Secretary of Education

7/22/24

Date



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Sarah Huckabee Sanders
Governor

Jacob Oliva
Secretary

Equal Employment Opportunity Statement

1.1 Equal Employment Opportunity Policy Statement

The Arkansas Department of Education (ADE) is an equal employment opportunity employer. In keeping with this, ADE shall follow the spirit and intent of all federal, state, and local employment laws. The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information. Decisions regarding recruitment, hiring, promotions, demotions, job assignments, transfers, working conditions, scheduling, benefits, wage and salary administration, disciplinary action, terminations, and social, educational, and recreational programs, or any other term or condition of employment are based solely on the qualifications and performance of the employee or prospective employee.

Discrimination by an officer or employee on the basis of race, color, religion, sex, national origin, age, disability, or genetic information is grounds for dismissal. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment. If any employee or prospective employee believes they have been treated unfairly, they have the right to address their concern with their immediate Supervisor, their Assistant Commissioner, Deputy Commissioner of Education, Assistant Commissioner of Fiscal and Administrative Services, or the Human Resources Manager.

1.2 At-Will-Employer

ADE is an "at-will" employer. Nothing in this Handbook or policies and procedures establishes, constitutes, or implies an employment contract, the guarantee of employment or benefits, or employment for any specific duration. Nothing contained in ADE policies, Handbook, applications, or other documents, or the granting of any interview or the placement in a probationary status or any other administrative act, creates a contract between an individual and ADE for either employment or the provision of benefits. ADE does not guarantee continued employment for any specific period of time and employment can be terminated with or without cause and with or without notice, at any time, at the option of either ADE or the employee. Individuals hired will be required to provide proof of eligibility to work in the United States pursuant to the Immigration Reform and Control Act of 1986.

1.3 Non-Discrimination Policy

ADE prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, genetic information and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to employment and application for employment. Furthermore, ADE policy prohibits harassment of employees, i.e., racial harassment, sexual harassment and retaliation for filing complaints of discrimination.

ADE is committed to compliance with Title VII of the Civil Rights Act of 1964, Title VI of the Equal Pay Act of 1963, Executive Order 11246 (1965), the Americans with Disabilities Act of 1990, the Vietnam-era Veterans Readjustment Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, the Family and Medical Leave Act of 1993.

Violations of these policies will result in disciplinary action, up to and including discharge. Employees who feel they have been subject to discrimination, harassment or disrespect as prohibited above, should file a complaint pursuant to ADE's Dispute Resolution (Grievance Procedure).

1.4 Harassment

To define workplace anti-harassment, anti-discrimination, and no retaliation policy and outline procedures for filing complaints, investigating claims, and administering appropriate corrective action. This policy prohibits discrimination, harassment (in any form including sexual harassment), and retaliation in all aspects of hiring and employment, including but not limited to:

- Hiring and Firing
- Compensation, assignment, or classification of employees
- Transfer, promotion, layoff, or recall
- Recruiting
- Testing
- Use of agency facilities – including restrooms, break rooms, company activities, etc.
- Benefits – including retirement plans, medical plans, leave plans, training, etc.

Harassment based on any protected category is unlawful. Harassment, discrimination and retaliation are prohibited practices and are not tolerated at ADE.

The policy of ADE is to provide an employment environment free from harassment, discrimination, and retaliation. Federal law and Arkansas law provide protection from any type of harassment or discrimination, including inappropriate conduct or comments based on age (40 and over), race, national origin, ethnicity, ancestry, religion, sex (including pregnancy and gender), gender identity, sexual orientation, disability (mental or physical), veteran or military status, or other protected categories. These categories are protected by Title VII of the Civil Rights Act of 1964 and other Federal laws. Those who engage in harassment, discrimination, or retaliation may be subject to legal consequences, including civil and criminal penalties, monetary damages, and/or disciplinary action. Any employee who believes that he or she is being discriminated against is encouraged to follow the complaint procedures outlined below.

1.5 Americans with Disabilities Act (ADA)

The [ADA Act](#) (42 U.S.C. § 12.101 et seq.) of 1990 is a civil rights act prohibiting discrimination against individuals with disabilities in the offer or conditions of employment and in the participation or furnishing of services. It does not guarantee equal results, establish quotas, or require preferences favoring individuals with disabilities over those without disabilities. The [ADA Amendments Act](#) (ADAAA), effective January 1, 2009, was adopted to restore the original intent of the ADA by providing a clear and comprehensive national mandate for the elimination of discrimination and help tap an under-utilized employee population.

The ADA and ADA Amendments provide protection for people with a disability from discrimination in any employment action and requires an employer to make reasonable accommodations to aid the individual to perform the essential duties of the job.

1.6 Disclosure of Health Information

Employee health records maintained by ADE will only be disclosed outside ADE as required by law.

1.7 Conflict of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest and shall adhere to the applicable state laws governing ethical

1.8 Disclosure of Information

All public records maintained by ADE are subject to release under the Arkansas Freedom of Information Act (FOIA). For additional information regarding FOIA, please contact ADE Legal Services.

1.9 Immigration Reform Control Act

ADE is committed to meeting its obligations under United States immigration law. The Immigration Reform and Control Act of 1986 mandates all employers maintain records documenting the identity and eligibility to work of all regular and temporary employees hired after November 6, 1986. Form I-9 is used for verifying the identity and employment authorization of individuals hired for employment in the United States.

1.10 Veterans Preference

In compliance with Ark. Code Ann. §§ 21-3-302 and 303 of the State Veteran's Preference Law, ADE gives preference in appointment and employment for certain qualified veterans, their spouses, or the surviving spouse of a deceased qualified veteran in hiring and employment.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: Arkansas Energy and Environment

Contact Name: Ometra Okuwoash

Contact Phone: 501-682-0977

Contact Email: Ometra.Okuwoash@arkansas.gov

Date of Submission: 07.01.2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	5	9	14	3.37%
Black/Not Hispanic	29	16	45	10.82%
Hispanic	5	4	9	2.16%
White/Not Hispanic	143	209	348	83.65%
Total	182	238	416	100%



E&E EMPLOYEE HANDBOOK

June 2022

- Inspections – Ensuring that storage, delivery vehicles, and equipment are properly maintained and suited for use with propane.
- Rules and Regulations – Ensuring sound regulation that promotes industry growth while maintaining the safety of all Arkansans.

Arkansas Pollution Control and Ecology Commission

The Pollution Control and Ecology Commission is the environmental policy-making body for Arkansas. With guidance from the governor, the legislature, the Environmental Protection Agency, and others, the Commission determines the environmental policy for the state, and DEQ implements that policy.

SECTION 1: EMPLOYMENT

1.1 At-Will Employment

Arkansas is an employment-at-will state. This means that an employee may be terminated for any reason or no reason at all, as long as the termination is not for an illegal reason. Further, the employee has the right to terminate employment without cause or notice at any time.

Nothing in this employee handbook or any other document, policy, or procedure establishes, constitutes, or implies an employment contract, the guarantee of employment or benefits, or employment for any specific duration.

1.2 Equal Employment Opportunity and Non-Discrimination Policy

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

The Department complies with the requirements of Title VII of the federal Civil Rights Act of 1964 and its amendments, the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008 (collectively, the ADA), Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), the Arkansas Civil Rights Act, Arkansas Code Annotated § 21-12-103, and all other applicable federal and state antidiscrimination laws. Discrimination by any officer or employee of the State based upon race, creed, religion, national origin, age, sex, or gender constitutes grounds for dismissal.

1.2.1 Americans with Disabilities Act and Reasonable Accommodation

E&E employees shall not discriminate against qualified individuals with disabilities. E&E shall provide reasonable accommodations as required by law to otherwise qualified applicants or employees with disabilities in all employment practices, including job-application procedures, hiring, advancement, job assignments, leaves of absence, transfers, demotions, discipline, discharge, compensation, benefits, and job training. E&E is not required to make accommodations that would eliminate the essential functions of the job or impose an undue hardship on the operation of the Department. Employment opportunities will not be denied to an otherwise qualified applicant or employee because of the need to make a reasonable accommodation for the physical or mental impairment(s) of the individual. Employees who believe that they are being discriminated against are encouraged to complete and submit an E&E Discrimination and Harassment Complaint Form to Human Resources (HR). Forms are available via shared drives and E&E intranet.

1.2.2 Age Discrimination in Employment

The Age Discrimination in Employment Act of 1967 (ADEA), as amended, protects individuals who are forty years of age and older from employment discrimination based on age. Under the ADEA, it is unlawful to discriminate against a person because of his or her age with respect to any term, condition, or privilege of employment. The ADEA provides that it is unlawful for an employer to fail or refuse to hire or to discharge an individual because of age; limit, segregate, or classify employees in a way that deprives them of opportunities because of age; or reduce the wage rate of any employee to comply with the ADEA. Employees who believe that they are being discriminated against are encouraged to complete and submit an E&E Discrimination and Harassment Complaint Form to HR. Forms are available via shared drives and E&E intranet.

1.2.3 Harassment

It is the policy of E&E to provide an employment environment free from any form of sexual or discriminatory harassment, including harassment by speech or other expression, by action, or by combination thereof.

Harassment is a form of employment discrimination that violates state and federal laws. Harassment is unwelcome conduct that is based on age, race, color, sex, national origin, religion, disability, genetic information, or any other status or condition protected by law. Harassment is unlawful when (1) enduring the offensive conduct becomes a condition of continued employment or (2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

E&E expressly prohibits any form of harassment. Harassment may be grounds for discipline up to and including dismissal. Employees who believe that they are being discriminated against are encouraged to complete and submit an E&E Discrimination and Harassment Complaint Form to HR. Forms are available via shared drives and E&E intranet.

1.2.4 Sexual Harassment

E&E employees shall not sexually harass other employees. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

E&E expressly prohibits sexual harassment. Sexual harassment may be grounds for discipline up to and including dismissal. Employees who believe that they are being discriminated against are encouraged to complete and submit an E&E Discrimination and Harassment Complaint Form to HR. Forms are available via shared drives and E&E intranet.

For more information, refer to the Department of Transformation and Shared Services Office of Personnel Management (TSS OPM) Sexual Harassment policy.

1.3 Fair Labor Standards Act (FLSA)

TSS OPM designates state job titles as exempt or nonexempt under the federal Fair Labor Standards Act (FLSA). The FLSA requires the payment of overtime for nonexempt work in excess of forty hours in a workweek or the granting of compensatory time. See Section 3.3 Overtime and Compensatory Time.

For additional information concerning the classification of employment positions or eligibility for overtime compensation, contact HR.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department of Finance and Administration/Agency #'s - 9906, 0610, 0611, 0612, 0613, 0630, 0631, 0634, 0261, & 0490

Contact Name: Donna Hurt

Contact Phone: 501-371-6008

Contact Email: Donna.hurt@dfa.arkansas.gov

Date of Submission: August 5, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	8	2	10	0.45%
Asian Pacific Islander	18	18	36	1.60%
Black/Not Hispanic	650	105	755	33.57%
Hispanic	33	5	38	1.69%
White/Not Hispanic	1029	381	1410	62.69%
Total	1738	511	2249	100.00%

Per the DFA Employee Handbook:

Equal Employment Opportunity

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Discrimination by any employee based upon race, color, religion, sex, national origin, age, disability, or genetic information or any other status or condition protected by applicable State or federal laws shall constitute grounds for dismissal. Individuals are hired based on qualifications for each position. All promotion decisions and other personnel actions such as transfers, layoffs, return from layoffs, and other actions are made in accordance with Equal Employment Opportunity principles.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: Arkansas Department of Health

Contact Name: Tracy D. Bradford

Contact Phone: 501-280-4099

Contact Email: tracy.bradford@arkansas.gov

Date of Submission: August 27, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? No. If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	6	1	7	0.35%
Asian Pacific Islander	31	14	45	2.27%
Black/Not Hispanic	466	66	532	26.88%
Hispanic	58	11	69	3.50%
White/Not Hispanic	980	346	1,326	67.00%
Total	1,541	438	1,979	100.00%

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

(In compliance with Title VII of the Civil Rights Act of 1964; Ark. Code Annotated § 21-3-101, § 21-3-203 and § 21-12-103)

Policy:

The Arkansas Department of Health is an equal opportunity employer. It is the policy of this Agency to prohibit discrimination of any type and to afford equal employment opportunities to employees and applicants, without regard to race, color, religion, sex, national origin, age, disability, or veteran status. The Agency will conform to the spirit as well as the letter of all applicable laws and regulations and will take action to employ, advance in employment and treat qualified Vietnam era veterans and disabled veterans without discrimination in all employment practices. The Agency assures:

- Fair and equal opportunity in employment and service delivery regardless of race, color, religion, sex, age, national origin, political beliefs, or disability that impairs one or more major life activities as defined in the Americans with Disabilities Act.
- Equal opportunity in the establishment and application of personnel policies and procedures to include recruitment, selection, promotion, demotion, transfer, reclassification, layoff and recall, training, termination and other benefits, terms, and conditions of employment.
- Non-discrimination and equal opportunity in compliance with all applicable federal laws, regulations, executive orders and civil rights rules and regulations.

This policy is established to ensure equal opportunity to all employees, applicants seeking employment, and to all persons or organizations seeking or receiving services, contracts, agreements, grants, sub-grants, programs and projects funded through or from the Arkansas Department of Health.

This policy applies to all aspects of the relationship between the Arkansas Department of Health and its employees, including but not limited to:

- Recruitment
- Employment
- Promotion
- Transfer
- Training
- Working conditions
- Wages and salary administration
- Employee benefits and application of policies

The policies and principles of equal employment opportunity also apply to the selection and treatment of independent contractors, personnel working on ADH premises who are employed by temporary agencies and any other persons or firms doing business for or with ADH.

Directors, managers, and supervisors are responsible for implementing equal employment practices within each Center and work unit. The Employee Relations Section of Human Resources is responsible for the Agency's overall compliance, and Human Resources will maintain personnel records in compliance with applicable laws and regulations.

Arkansas Department of Health practices that support this policy include the following:

The Agency displays posters regarding equal employment opportunity in areas highly visible to employees. Posters will be posted in a conspicuous place in each Arkansas Department of Health Local Health Units and all other ADH facilities.

- All advertising for job applicants includes the statement "An Equal Opportunity Employer M/F/D/V."
- The Department will post all job openings with the required appropriate state agency.
- The Department forbids retaliation against any individual who files a charge of discrimination, reports harassment, or who assists, testifies, or participates in an equal employment proceeding.
- Employees are required to report to a member of management or the Employee Relations Manager or EEO/Grievance Officer any apparent discrimination or harassment. The report should be made no more than five (5) working days from the date of the alleged action.
- The Employee Relations Manager should promptly notify the Department's Legal Services of all incidents or reports of discrimination or harassment.

Complaints

All complaints should be filed on the Complaint of Employment Discrimination (HR-2808) and submitted to the employee's manager or the Agency's Employee Relations Section of Human Resources. Inquiries should be directed to the Employee Relations Section.

For definitions and information refer to the [TSS OPM Equal Employment Opportunity](#)

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: Department of Inspector General

Contact Name: Jennifer Elmore

Contact Phone: (501) 371-1467

Contact Email: jennifer.elmore@arkansas.gov

Date of Submission: August 5, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	1	1	2	6%
Black/Not Hispanic	8	2	10	26%
Hispanic	0	0	0	0%
White/Not Hispanic	15	11	26	68%
Total	24	14	38	100%



Department of Inspector General

Employee Handbook

This Handbook is subject to change without notice either wholly or in part.
Effective date: October 11, 2023

Purpose of Handbook and Disclaimer

This Employee Handbook (Handbook) has been prepared to provide employees of the Department of Inspector General (DIG) with a written summary of state and federal laws, personnel policies, and standards of conduct which govern employment with the DIG. In the event of a conflict between a provision of this Handbook and applicable law, the law governs.

The policies set forth in this Handbook and its appendices may be altered, modified, or rescinded, and new policies may be issued by the DIG Secretary at any time. As policies are written, changed, or updated, they take precedence over any conflicting information found in this Handbook. Employees will be notified of any policy changes referenced in this Handbook and are responsible for consulting DIG policies as needed.

This Handbook is not a contract of employment between DIG and its employees. Nothing described herein shall be held or construed to create a promise of employment or future benefits, or a binding contract between the state and its employees or retirees and their dependents, for benefits or for any other purpose. All employees shall remain subject to discharge or discipline to the same extent as if this Handbook had not been put into effect.



EMPLOYEE HANDBOOK TABLE OF CONTENTS

Welcome from the Secretary.....	iii
Divisions of the Department of Inspector General.....	iv
(a) Fair Housing Commission	
(b) Office of Internal Audit	
(c) Office of Medicaid Inspector General	
(d) Tax Appeals Commission	
Section 1 - Employee Conduct Standards	1
Section 2 - Employment Standards.....	2
Section 3 - Personnel Policies and Work Standards	4
Section 4 - Leave and Attendance Policy	8
Section 5 - Employee Benefits	14

Sarah Huckabee Sanders
Governor



Allison Bragg
Department Secretary

Dear Employee:

Welcome to the Department of Inspector General! I am pleased that you have chosen to join our Department, which has oversight of four agencies: the Arkansas Fair Housing Commission, the Office of Internal Audit, the Office of Medicaid Inspector General, and the Tax Appeals Commission.

This employee handbook is a resource for Department and employee expectations, policies, procedures, and guidelines, as well as employee rights and responsibilities. By signing the last page, you acknowledge receipt of this handbook.

If you have questions, please don't hesitate to ask management. We are here to assist you in making a smooth transition into this Department.

Again, welcome to the team! We're glad you're here.

A handwritten signature in black ink that reads 'Allison Bragg'.

Volume 16.0001
Allison Bragg
Secretary

INTRODUCTION

The Transformation and Efficiencies Act of 2019 (Act 910) created the Department of Inspector General (DIG). At the time, the newly-created department included three agencies: the Arkansas Fair Housing Commission, the Office of Internal Audit, and the Office of Medicaid Inspector General. In 2021, Act 586 created the Tax Appeals Commission and placed it under the supervision and oversight of the DIG.

(a) Fair Housing Commission

The Arkansas Fair Housing Commission is a quasi-judicial, regulatory, enforcement agency that works in conjunction with the U.S. Department of Housing and Urban Development to enforce the civil rights of all Arkansans as related to fair housing and lending.

With Act 1785 of 2001, the Arkansas Legislature declared, “[t]he opportunity to obtain housing and other real estate without discrimination based on race, color, national origin, religion, sex, disability or familial status ... is recognized and declared to be a civil right.”

The Commission has a two-fold mission to enforce state and federal fair housing/fair lending laws and to educate the public on fair housing laws, rules, and regulations.

To accomplish that mission, the Commission:

- Receives, investigates, conciliates and/or resolves complaints alleging violations of the Arkansas Fair Housing Act which prohibits discrimination on the basis of race, color, national origin, religion, sex, familial status, and disability;
- Cooperates with and provides technical assistance to federal, state, local, and other public or private entities that are formulating or operating programs to prevent or eliminate discriminatory housing practices; and
- Provides education and outreach services to prevent discriminatory housing practices.

(b) Office of Internal Audit

The mission of the Office of Internal Audit (OIA) is to earn and preserve the trust of Arkansans by promoting accountability, integrity, and efficiency in the operation of the executive branch of Arkansas government. While fulfilling Governor’s Executive Orders 04-04 and 21-20, OIA is committed to supporting agency management in the discharge of its responsibilities through independent analysis and appraisal of functions and activities.

Therefore, OIA’s objective is to assist agency management by providing objective analysis, appraisals, and recommendations concerning the activities reviewed, the results of which are to ensure that internal controls are effective in mitigating the risk of errors or fraud. All work performed by OIA is conducted in accordance with International Standards for the Professional Practice of Internal Auditing and Generally Accepted Government Auditing Standards. Our services include:

- Compliance Audits - The review of both financial and operating controls and transactions to determine the level of conformity with established laws, standards, regulations, and procedures;

- Operational Audits - The review of the varied functions within state agencies to appraise the efficiency and economy of operations and the effectiveness with which those functions achieve the stated objectives. Operational audits also include a review of established internal control activities;
- Consultation Engagements – Agency-requested engagements focus on assisting management in resolving areas of concern;
- Investigating reported occurrences of fraud, embezzlement, theft, waste, abuse or mismanagement of state resources and recommending controls to prevent or detect such occurrences; and
- Risk Assessment Activities – The coordination of activities used by agency management to identify, analyze, and manage the potential risks that could hinder or prevent the agency from achieving its objectives.

(c) Office of Medicaid Inspector General

Under 42 C.F.R. § 455, all states that participate in the federal Medicaid program are required to maintain a program integrity function to ensure compliance, efficiency, and accountability within the Medicaid Program by detecting and preventing fraud, waste, and abuse. In Arkansas, that function is fulfilled by the Office of Medicaid Inspector General (OMIG) as created in 2013 by Act 1499.

Under the statute, the legislature created OMIG as an agency independent of the Department of Human Services, which serves as the state Medicaid Agency. OMIG's purpose is to monitor the Medicaid program and its providers to ensure the integrity of the program. Towards that end, OMIG employs auditors, data analysts, clinical staff, and investigators. Pursuant to Arkansas Code Annotated § 20-77-2105, OMIG's duties are to:

- Prevent, detect, and investigate fraud and abuse within the medical assistance program;
- Refer appropriate cases for criminal prosecution;
- Recover improperly expended medical assistance funds;
- Audit medical assistance program functions; and
- Establish a medical assistance program for fraud and abuse prevention.

(d) Tax Appeals Commission

Act 586 of the State of Arkansas 93rd General Assembly Regular Session of 2021 created the Independent Tax Appeals Commission within the Department of Inspector General. The Tax Appeals Commission is an independent agency with tax expertise to resolve disputes between the Department of Finance and Administration (DFA) and taxpayers. Prior to the Commission's creation, taxpayers appealed all issues to DFA, the entity that issued the tax assessment. By establishing the Commission as an independent tax tribunal within the executive branch, the legislature ensured that taxpayers have a neutral body to resolve tax controversies.

The Tax Appeals Commission began accepting appeals on January 1, 2023, and has implemented the first electronic filing system for all tax appeals. The agency is authorized to employ three commissioners, an accountant, an attorney, the commissioners' assistant, law clerks, and two administrative analysts.

SECTION 1 – EMPLOYEE CONDUCT STANDARDS

1.1 Professionalism

DIG employees must perform their job in a professional manner. All persons, regardless of status, position, authority, tenure, race, sex, or any other characteristic, should be treated with respect and dignity.

1.2 Anti-Fraud and Ethics

DIG employees must comply with all applicable laws, regulations, and policies. With respect to laws, regulations, and policies designed to combat fraud and ensure ethical conduct, DIG employees must not merely comply—employees must avoid even the appearance of non-compliance and impropriety.

1.3 Concurrent Employment

The [TSS-OPM Concurrent Employment Policy](#) governs concurrent employment.

1.4 Confidential Information

DIG employees access confidential information, including medical records, electronic health records, social security numbers, tax information, and bank records. Employees may only access confidential information for a legitimate work reason and must maintain confidentiality.

1.5 Information and Information Technology Security

Information created with State resources is the property of the State of Arkansas. DIG employees must protect information from unauthorized access, modification, disclosure, and destruction.

1.6 Internet, Email, and General Computer Acceptable Use Policy

DIG employees may access, use, or share DIG information and systems only to the extent authorized and necessary to fulfill assigned job duties. DIG employees have no expectation of privacy in the use of DIG devices or systems. DIG reserves the right to monitor and log all equipment, systems, and network traffic at any time without notice.

1.7 Social Media

Employees cannot post to social media accounts (as defined in Ark. Code Ann. § 11-2-124) using DIG information systems or a DIG email address. DIG employees cannot attribute personal statements, opinions or beliefs to DIG when using social media. DIG trademarks, logos, and any other DIG intellectual property may not be used in connection with any social media activity.

1.8 Criminal Background Checks

DIG requires a criminal background check for disqualifying convictions and maltreatment registry checks to be conducted on all employees and applicants for DIG agencies, boards, and commissions both prior to an offer of employment and as a condition of continued employment.

SECTION 2 – EMPLOYMENT STANDARDS

2.1 Nature of Employment

Arkansas is an “at will” employment state. This means that an employee may be terminated for any legal reason or for no reason, with or without notice. No express or implied employment contract exists between any DIG employee and DIG. The employer and the employee both have the right to terminate employment without cause and without notice at any time. Nothing in this Handbook or any other document, policy, or procedure used by DIG creates an express or implied right or expectation of continued employment.

2.2 Equal Employment Opportunity

DIG is an equal employment opportunity employer and prohibits discrimination against employees or job applicants because of their age, race, color, sex, pregnancy, national origin, religion, disability, genetic information, or any other status or condition protected by applicable state and federal laws. Individuals are hired based on their qualifications for each position.

2.2 (a) Americans with Disabilities Act and Reasonable Accommodation

DIG employees shall not discriminate against qualified individuals with disabilities. DIG will provide reasonable accommodations as required by law to otherwise qualified applicants or employees with disabilities in all employment practices, including job application procedures, hiring, advancement, job assignments, leaves of absence, transfers, demotions, discipline, discharge, compensation, benefits, and job training. Employment opportunities will not be denied to an otherwise qualified applicant or employee because of the need to make a reasonable accommodation to the physical or mental impairment(s) of such individual.

2.2 (b) Age Discrimination in Employment Act (ADEA)

The ADEA protects job applicants and employees who are forty (40) years of age and older. DIG employees shall not fail or refuse to hire, discharge any individual, or discriminate against an individual with respect to compensation terms, conditions, or privileges of employment because of the individual’s age. Furthermore, DIG employees shall not limit, segregate, or classify employees in any way that would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee because of such individual’s age.

2.2 (c) Sexual Harassment

Sexual harassment is not tolerated by DIG. Sexual harassment is unwelcome behavior of a sexual nature that affects an individual’s employment; unreasonably interferes with work performance; or creates an intimidating, hostile, or offensive work environment. Sexual harassment includes sexual contact as defined in the Federal Guidelines (29 CFR Ch. XIV, subsection 1604.11), Section 703 of Title VII of the Civil Rights Act of 1964, as amended, and the Arkansas Civil Rights Act at Ark. Code Ann. § 16-123-101. Sexual harassment can be physical, including unwelcome touching or gesturing. Sexual harassment can be verbal, including unwelcome requests for a date or sexual favors, lewd remarks, or sounds. Finally, sexual harassment can be visual, including unwelcome exposure to sexual photos, cartoons, or drawings.

Any DIG employee who believes that he or she has been discriminated against, harassed, or retaliated against is encouraged to follow the complaint procedure outlined in the [DIG Nondiscrimination/Anti-Harassment Policy](#).

2.3 Probationary Period

DIG has a six-month probationary period for all newly hired employees for training, development, and management assessment. During this probationary period, or at the completion of the probationary period, the supervisor will evaluate the new hire's job performance. At this time, the supervisor will implement procedures for the removal of probation, extension of probation, or termination of the employee.

Employees who transfer within the Department —either by promotion, demotion, or lateral transfer—will be placed in a probationary period for six months unless the transfer was due to reorganization. This probationary period may be extended at the Secretary's discretion, and the employee will be notified prior to the extension.

New employees do not have access to the grievance process during this time; however, employees who transferred within DIG from another division may be eligible to use the grievance process.

Employees are eligible during the probationary period to apply for other positions. Completion of the probationary period does not entitle the employee to remain employed for any definite period of time. The employer and the employee are free at any time, with or without notice or cause, to end the employment relationship.

2.4 Hiring Relatives and Marriage Between DIG Employees

Arkansas law prohibits the hiring of relatives by public officials and prohibits an employee from supervising a relative. In addition, a public official must not appoint, employ, promote, advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in DIG in which the official is serving or which the official exercises jurisdiction or control over any person who is a relative of the public official and is an employee of DIG. For purposes of this section, an employee includes individuals in extra-help positions.

Relatives will not be permitted to work in any capacity where one relative might supervise another, including participating in decisions involving hiring, promoting, salary increases, or other personnel-related matters of interest to a relative. A temporary change in supervision resulting in the supervision of a relative will not be considered a violation of Arkansas law provided the supervision does not exceed 30 days. No hiring, firing, pay adjustments, or other personnel actions may occur during this temporary period of supervision.

Related employees working within DIG will be reviewed for compliance with Executive Order 98-04, Ark. Code Ann. §§ 21-1-401–408, Ark. Code Ann. §§ 25-16-1001–1007, and related policies. If an applicant has a relative employed within DIG, HR will forward the request to hire to the department Secretary for approval before a job offer can be extended.

If DIG employees plan to marry each other, they must complete and sign the [Marriage Disclosure of State Employees form](#). The employees must submit the form to HR for review of any hiring violations.

Relative is defined as: A husband, wife, mother, father, stepmother, stepfather, mother-in-law, father-in-law, brother, sister, stepbrother, stepsister, half-brother, half-sister, brother-in-law, sister-in-law, daughter, son, stepdaughter, stepson, daughter-in-law, son-in-law, uncle, aunt, first cousin, nephew, or niece.

2.5 Promotion

A promotion is a change from one position to another position with a higher pay grade on the same pay table not to exceed the maximum. An employee who is promoted may receive up to a ten percent (10%) salary increase or will have his or her salary adjusted to the entry-level salary for that pay grade, whichever is higher.

2.6 Demotion

A demotion is a change in job assignment of an employee from a position in one classification to a position in another classification of a lower pay grade within the same pay table. Employees demoting to a lower grade in the same pay table may receive a decrease in salary up to ten percent (10%). An employee's rate of pay after demotion must be within the new classification's minimum and maximum range of the pay grade.

2.7 Possession of a Weapon

DIG is committed to providing a safe environment for employees and visitors while respecting the right of individuals who are concealed-carry licensees with the enhanced endorsement as permitted by Arkansas law. Except as permitted by law, including, but not limited to, Ark. Code Ann. § 5-73-322(g), possession, discharge, or other use of weapons on any grounds, buildings, or vehicles owned or operated by DIG is strictly prohibited. Furthermore, storage of any weapon, including handguns, is prohibited at any such location, except that a concealed handgun may be stored in a licensee's locked and unattended motor vehicle. DIG employees shall comply with the safety and security policies of an alternative work site (meetings, conferences, facilities, etc.). Under no circumstances will weapons be permitted in disciplinary meetings unless the weapon is controlled by a law enforcement officer.

SECTION 3 –PERSONNEL POLICIES AND WORK STANDARDS

DIG employees are expected to be aware of all personnel policies and work standards and fulfill these expectations. If an employee has questions about the handbook or policy, they should speak with their immediate supervisor. The following list includes policies of standard operating procedures/work policies and should be considered a complete or comprehensive list of the standards, policies, and procedures of the office or agency. All DIG standards and policies apply to all divisions. Some DIG divisions or offices may have additional standards by which those employees must abide.

3.1 Working Hours and Breaks

Normal business hours of operation for most DIG employees are from 8:00 a.m. until 4:30 p.m., Monday through Friday. The normal workday for full-time employees is 8 hours. Normal working hours may be modified as necessary to facilitate efficient business operations. When additional work requirements are necessary, cooperation of all employees is expected. Work breaks are granted at the discretion of each supervisor, and if granted, may be combined with lunch breaks. Work breaks are a privilege and should not interfere with work schedules or deadlines.

3.2 Overtime

DIG is authorized to provide compensatory time as compensation for overtime work for non-exempt employees. Any hours in excess of forty (40) hours in a workweek for non-exempt employees must be approved by the supervisor. Paid leave—such as holiday, sick, or annual leave—does not count toward hours worked for purposes of overtime. Hours accrued in-excess of 240 hours will be paid as overtime. Employees exempt under the Fair Labor Standards Act (FLSA) are not eligible for overtime.

3.3 Personal Appearance/Dress Code

Employees should use good judgment and discretion in their dress and appearance. Personal appearance shall be appropriate to the job assignment and location while always reflecting the image of professional public servants. When attending a public meeting—such as a meeting at the State Capitol, Governor's Office, Legislature, board meetings, or presentations—DIG employees must follow a more "formal business" dress code. Employees should direct any questions about the dress code to their supervisor.

For additional information, refer to the [DIG Dress Code](#).

3.4 Smoke-Free Workplace

Smoking (as defined below) of any kind is not allowed in DIG buildings or work areas at any time. “Smoking” includes the use of any tobacco products, electronic smoking devices, e-cigarettes containing nicotine cartridges, and “dipping,” as well as inhaling, exhaling, burning, vaping, or carrying any lighted tobacco product, including cigarettes, cigars, electronic cigarettes, e-cigarettes, pipe tobacco, and other lighted combustible plant material or derivatives.

Smoking is only permitted during break or meal periods in designated outdoor areas. DIG employees using these areas are expected to dispose of any smoking debris safely and properly. Smoking is prohibited in all vehicles and enclosed areas owned, leased, or operated by the DIG. Smoking is also prohibited by law within twenty-five (25) feet of an entrance to any building owned or leased by the DIG. Employees should consult their supervisors for designated smoking locations.

For more information, refer to the [TSS OPM Drug and Smoke Free Workplace Policy](#).

3.5 Drug Free Workplace and Employee Drug Testing

DIG is committed to a drug free workplace to promote employee, customer, and public safety, health, and efficiency. DIG recognizes that alcohol and drug use in the workplace pose significant safety and health risks not only to the employee, but also to others. It is DIG’s intent to comply with the Drug Free Workplace Acts of 1988 and Arkansas law, which prohibit the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance where DIG employees work, including all IG owned or leased vehicles, or while conducting business for the State of Arkansas. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in a DIG building or on DIG property is prohibited. DIG employees are required to notify their supervisor prior to beginning the workday if the employee is taking a prescribed or over-the-counter medication that affects alertness, judgment, or behavior in ways that are likely to impair job performance.

For definitions, drug testing policies, and procedures, refer to the [DIG Drug Free Workplace Policy](#).

3.6 Discharge for Falsifying Employment Application

Any person who is employed by the DIG and who falsified their employment application shall be terminated from employment with the DIG.

3.7 Political Activity

Arkansas law prohibits state employees from engaging in partisan political activities during working hours. Employees are not to endorse candidates, including the Governor, in their official capacity as state employees. The state further prohibits the use of any campaign literature (including bumper stickers) on personal vehicles when using these vehicles in the performance of official duties for which they shall be reimbursed by the state.

Please refer to the [TSS-OPM Political Activity Policy](#).

3.8 Political Freedom

State employees shall not be prohibited from communicating with an elected public official concerning matters related to the employee's job, except for matters exempted from disclosure under the Arkansas Freedom of Information Act (FOIA) or from exercising a right or privilege under the FOIA. DIG employees shall not be subjected to discipline, threats of discipline, reprimands, either oral or written, or notations in their personnel files, or otherwise be discriminated against because the employee exercised the right to communicate with an elected public official or exercised a right or privilege under the FOIA. A state employee who has intentionally made untrue allegations to an elected official concerning matters related to the employee's job may be subject to discipline.

3.9 Public Information & Freedom of Information Act

Public records are available to Arkansas citizens under the Arkansas Freedom of Information Act (FOIA). DIG employees shall fully comply with FOIA. DIG employees should presume that any work-related documents, reports, notes, communications, emails, photographs, or recordings in any format are subject to public disclosure under FOIA. Any employee who receives a request for public records should immediately notify the DIG chief counsel.

For more information, refer to the [DIG FOIA Policy](#).

3.10 Career Service Recognition Payments

DIG employees who achieve ten (10) full years of service may be awarded annual career service recognition payments on the anniversary date of the completion of such service. To receive the full amount of the recognition payment, the service must have been in either an elected position or a regular full-time position, classified or non-classified. Employees who work part-time in regular-salary positions may receive annual career service recognition payments on a pro rata basis.

Years of Service	Amount of Recognition Payment
10—14 Years	\$800
15—19 Years	\$1,000
20-24 Years	\$1,200
25 or more years	\$1,500

For more information, refer to the [TSS OPM Career Service Recognition Payments Policy](#).

3.11 Disciplinary Policy

DIG does not have a progressive discipline policy. Supervisors are responsible for determining the appropriate level of discipline for a specific Handbook violation, policy violation, or any other action that requires discipline. Supervisors should consider all the facts and mitigating or aggravating circumstances surrounding the violation in deciding the level of discipline and should consult with the Department management as needed. Discipline should be applied by supervisors as soon as possible, consistently, and impartially, and be aimed at improving employee behavior and job performance.

For more information, refer to the [DIG Disciplinary Policy](#).

3.12 Grievance Policy and Procedure

The DIG Grievance Policy and Procedure gives eligible employees the opportunity to file a grievance if the employee alleges his or her termination or suspension without pay was inconsistent with DIG Disciplinary Policy. This opportunity is provided through established steps and procedures to ensure fair resolution within a reasonable timeframe to eligible employees. An employee new to DIG who is on initial six months or extended new-hire probationary period will not have access to the grievance process.

For more information, refer to the [DIG Disciplinary Policy](#) and the [State of Arkansas Grievance Policy and Procedure](#).

3.13 Reduction in Force

Reductions in the workforce may be due to significant organizational structure changes, shortage of funds or work, abolishment of positions or duties, loss of functional responsibility by the DIG, and/or the loss/non- renewal of federal funding, grants or other special funds.

For additional information, please refer to the [TSS-OPM Reduction in Force Policy](#).

3.14 Workplace Violence Prevention

DIG is committed to providing a safe, violence-free workplace for our employees. As such, DIG employees shall not engage in any physical confrontation with an individual or behave in a threatening or violent manner. Threats, threatening language, or any other acts of aggression or violence made toward or by any DIG employee will not be tolerated. A threat may include any verbal or physical harassment or abuse, attempts to intimidate others, menacing gestures, stalking, or any other hostile, aggressive, or destructive actions taken for the purposes of intimidation.

Any individual engaging in violence against DIG, its employees, or its property will be prosecuted to the full extent of the law. All acts will be investigated, and the appropriate action will be taken. Any such act or threatening behavior may result in disciplinary action up to and including termination. In addition, any employee engaging in condescension, yelling, cursing, threats, the undermining or disparaging of supervisory personnel resulting in a disruptive work situation or environment, or other offensive behaviors is subject to discipline. If an employee has differences with a supervisor or manager, the issue should be addressed with management, through the chain of command or directly with the Agency Director, not with other co-workers or subordinates. All employees, when confronted with offensive behavior from a customer or other employee, must terminate the contact (phone call, office visit, etc.) as quickly and firmly as possible, and immediately notify his or her supervisor or the Division Director.

This guidance covers any behavior that occurs in the workplace or at DIG-sponsored functions. Any employee who witnesses or is the recipient of violent or threatening behavior should promptly inform his or her supervisor, the Human Resources, or Agency Director. All threats will be promptly investigated, and the appropriate action will be taken. No employee will be subject to retaliation, intimidation, or discipline because of reporting a threat in good faith.

3.15 Commitment to Safety

All employees have the opportunity and responsibility to contribute to a safe work environment by exercising safe practices and by notifying management when any health or safety issues are present. All employees are encouraged to partner with management to ensure maximum safety for all. In the event of an emergency, including fire, bomb threat, severe weather, or other danger to DIG personnel or property, DIG employees are to immediately notify the appropriate emergency personnel by dialing 911.

3.16 Vehicle Safety Program

DIG participates in the [Vehicle Safety Program \(VSP\)](#) administered by the Arkansas Insurance Department. This program ensures that employees who drive on official state business are duly licensed in accordance with the requirements of all applicable state laws and have an acceptable driving record.

Driving State Vehicles

- (a) All DIG employees operating a state vehicle shall follow the state and local traffic laws.
- (b) All passengers must wear a seat belt.
- (c) State vehicles shall only be used for state business at all times.

- (d) Any accident or traffic violation that occurs while operating a state vehicle for state business must be reported as soon as possible, but no later than within 24 hours.

Driving Personal Vehicle on State Business

- (a) All DIG employees driving a personal vehicle on state business are required to have insurance and shall follow the state and local traffic laws.
- (b) Any accident or traffic violation that occurs while operating a private vehicle on state business must be reported as soon as possible, but no later than within 24 hours.
- (c) DIG employees shall not receive mileage reimbursement when using their personal vehicle on state business if a state vehicle is available.

3.17 Traveling on behalf of DIG

DIG employees may be required to travel on official state business. DIG follows the travel regulations established by DFA addressing travel allowances for meals, lodging, and transportation.

For additional information, refer to the [State of Arkansas Travel Regulations](#).

SECTION 4 – LEAVE AND ATTENDANCE POLICY

The State of Arkansas provides state employees with a variety of leave. This section includes information related to a variety of leave policies within the DIG.

4.1 Attendance

Employees are expected to be at their workstations by the start of their workday. Employees should contact their supervisor for more information on how to request leave, requirements for reporting tardiness and absences, and other attendance-related issues. The minimum leave amount an employee can use is fifteen (15) minutes even if the employee is absent for less than 15 minutes. Employees may be subject to disciplinary action for leave abuse.

Supervisors should document leave abuse or any unauthorized absence from work, including tardiness after the start of the workday. An example of leave abuse would be calling in absent every Friday (pattern of use) or continually exhausting leave.

4.2 State Holidays

The following days are the official holidays applicable to state Government in Arkansas:

Holiday	Observed
New Year's Day	January 1st
Dr. Martin Luther King Jr. Birthday	3rd Monday in January
President's Day & Daisy Gaston Bates Day	3rd Monday in February
Memorial Day	Last Monday in May
Independence Day	July 4th
Labor Day	1st Monday in September
Veteran's Day	November 11th
Thanksgiving Day	4th Thursday in November
Christmas Eve	December 24th

Christmas Day	December 25th
Employee's Birthday	One day to celebrate birthday

To be eligible for holiday pay, the employee must be in pay status at least fifteen (15) minutes the last scheduled workday before the holiday and at least fifteen (15) minutes the first scheduled workday after the holiday. When a holiday occurs while an employee is on annual or sick leave, that day is charged as a holiday and will not be charged against the employee's accrued leave.

The Governor, by Executive Proclamation, may proclaim additional days when state offices shall be closed in observance of special events or for other reasons at her discretion.

Birthday leave is earned on the employee's birthday. Holiday and birthday leave never expire and are carried forward each year. When an employee terminates employment, holiday and birthday leave are paid out as a lump sum along with any unused annual leave not to exceed 30 days or 240 hours.

For additional information, refer to the [TSS OPM Holidays and Birthday Policy](#).

4.3 Annual Leave

Each regular or probationary employee earns annual leave with full pay based on the below schedule for each completed month of service. Employees who work less than full-time per year accrue annual leave in the same proportion as time worked. For example, employees who work half-time would receive half of the annual leave accrual shown on the timetable. Extra-help employees are not eligible to accrue annual leave.

Years of Service	Accrual Per Month	Amount Per Year
Through 3 years	1 day (8 hours)	12 days per year
4 through 5 years	1 day, 2 hours (10 hours)	15 days per year
6 through 12 years	1 day, 4 hours (12 hours)	18 days per year
13 through 20 years	1 day, 6 hours (14 hours)	21 days per year
Over 20 years	1 day, 7 hours (15 hours)	22 ½ days per year

Employees must have completed full years of employment before moving to the next higher accrual rate. For example, an employee would not move to the second level of annual leave accrual rate until they had completed three (3) full years of employment and are starting their fourth (4th) year.

Annual leave can only be taken with the prior approval of the supervisor. Annual leave is granted based on workdays, not calendar days. Non-workdays, such as holidays and weekends, are not charged as annual leave. Whenever an employee terminates employment, his or her accumulated annual leave as of his or her last working day is liquidated in a lump sum payment, not to exceed 30 working days (a combined total of 240 hours including annual, holiday, and birthday leave).

For more information, refer to the [TSS OPM Annual Leave Policy](#).

4.4 Sick Leave

Regular, full-time employees will accrue eight (8) hours of sick leave per month. Employees working less than full-time will accrue sick leave in the same proportion as the time worked. Sick leave may only be used for the following purposes:

- (a) When the employee is unable to work because of sickness or injury; or for medical, dental, or optical treatment.
- (b) Death or serious illness of a member of the employee's immediate family. Immediate family is defined as the father, mother, sister, brother, spouse, child, grandparents, grandchild, in-laws, or any individual acting as a parent or guardian of an individual.

Sick leave should be requested in advance; however, if the nature of the illness makes advance notice impossible, an employee must notify his or her supervisor prior to the start of the workday on the first day of absence. A request for sick leave must be submitted within two days after returning to work. If notification is not made in accordance with established procedures, the absence will be charged to annual leave, compensatory time, or leave without pay (LWOP), at the discretion of the Agency Director and it may result in disciplinary action.

A DIG employee who is on sick leave for five (5) or more consecutive days must provide a certificate of illness from an attending physician.

Employees are not entitled to payment for accrued and unused sick leave when they terminate their employment. If an employee is terminated due to a reduction in force, the employee will have all accrued sick leave restored if the employee returns to state employment within six (6) months of termination.

For additional information, please refer to [TSS OPM Sick Leave Policy](#).

4.5 Leave Accruals (Annual and Sick)

Leave accrued during a calendar month is not earned by an active employee until the last working day of the month. Leave is available for the employee to use beginning the first day of the month following when the leave was earned. Leave must be earned before it can be used. Employees continue to earn annual and sick leave at the normal accrual rate when they are on paid leave. An employee may not earn leave when in leave without pay (LWOP) status for ten (10) or more cumulative days (80 hours) within a calendar month. This includes annual, sick, holiday and birthday leave. The annual leave that is lost due to LWOP is based on the rate of accrual authorized for that employee.

4.6 Sick Leave Incentive Payout Program

Employees who are immediately eligible for, and have applied to receive retirement benefits from a retirement system sponsored by the state, may receive a lump sum payment for a percentage of unused sick leave upon an employee's retirement or death.

For more information, refer to the [TSS OPM Leave Transfer and Leave Payout Policy](#).

4.7 Year-end Balance

A limited amount of accrued unused leave will carry forward to the next calendar year. Accrued leave may exceed the year-end carry forward balance limits during the calendar year, but those days in excess of these limits will be forfeited if not used by December 31st of each year. An employee with leave in excess of the carry-forward limits may donate excess leave to the Catastrophic Leave Bank.

- Maximum annual leave that is carried forward is 30 days (240 hours)
- Maximum sick leave that is carried forward is 120 days (960 hours)

4.8 Transfer of Leave

Employees transferring between departments without a break in service will retain all accumulated annual, holiday, and sick leave upon transfer to their new department.

4.9 Leave Without Pay (LWOP)

When an employee has exhausted all accrued leave, they may be eligible to receive LWOP at the approval of the DIG Secretary or designee. Employees may take LWOP without exhausting accrued leave in the following circumstances: maternity leave, military leave, disciplinary leave, inclement weather, or due to necessary budget reductions as determined by the DIG Secretary.

Employees must exhaust all accrued sick leave prior to using leave without pay for an illness. The DIG Secretary may permit an employee to take LWOP in extenuating circumstances. An employee on LWOP for ten (10) or more days shall not accumulate leave time.

An employee may choose to participate in agency group insurance programs to which the state contributes. The employee would be responsible for paying the total cost directly to EBD. If the LWOP is covered under the Family Medical Leave Act (FMLA) or Workers' Compensation, the state will pay the employer's matching portion.

4.10 Maternity Leave

An eligible employee may request catastrophic leave to receive up to twelve (12) consecutive weeks of paid maternity leave. If an employee is eligible for both catastrophic leave for maternity purposes and FMLA, the two will run concurrently. An employee may request to use accrued sick or annual leave for maternity leave but is not required to exhaust all accrued leave before using LWOP for maternity purposes.

For additional information, refer to the [TSS OPM Maternity Leave Policy](#) and the [TSS OPM Catastrophic Leave Policy](#).

4.11 Right to Vote

Supervisors shall schedule the work hours of employees on election days so that each employee has an opportunity to exercise the right to vote while still completing their normal workday.

4.12 Children's Educational Activities Leave (CEAL)

DIG employees are entitled to a total of eight (8) CEAL hours in one calendar year, regardless of the number of children, to participate in any school-sponsored educational activity. This includes engaging in and traveling to or from the educational activities of a child. The child or children must be enrolled in a prekindergarten program through grade 12. Leave that is unused during a calendar year is not carried forward to the next year, nor is it payable at termination.

For additional information, refer to the [TSS OPM Child Educational Activities Leave \(CEAL\) Policy](#).

4.13 Disaster Service Volunteer Leave

DIG employees who are certified by the American Red Cross may volunteer for disaster service relief within Arkansas and receive up to fifteen (15) working days of paid leave if they meet the following conditions:

- Their specialized disaster relief services are requested by the American Red Cross for a disaster; and

- The leave is approved by the DIG Secretary.

The approved leave is without loss of pay, seniority, annual leave, sick leave, compensatory pay, or overtime pay.

For additional information, refer to the [TSS OPM Emergency Leave, Disaster Service Volunteer Leave and Emergency and Rescue Leave Policy](#).

4.14 Organ Donor & Bone Marrow Donor Leave

DIG employees are entitled to paid leave up to thirty (30) days per calendar year to serve as an organ donor. In addition, DIG employees are entitled to paid leave for up to seven (7) days per calendar year to serve as a bone marrow donor. In order to qualify for organ donor or bone marrow donor leave, employees must request the leave in writing and provide written verification from the medical physician that will perform the transplantation. Following the transplantation, written verification must be provided by the same physician.

For additional information, refer to the [TSS OPM Bone Marrow or Organ Donation Leave Policy](#).

4.15 Military and Public Health Training Leave

Military leave may only be used by active members of the US Armed Forces which include: United States Marine Corp, United States Army, United States Navy, United States Air Force, Arkansas National Guard, and all reserve branches of the armed forces.

There are different types of military leave available eligible employees.

- 1) Employees called to active duty are placed on extended military leave without pay.
- 2) Employees who are called to active duty in an emergency situation as declared by the President or Governor are granted leave with pay up to thirty (30) working days.
- 3) Employees who participate in a military training program made available by the National Guard or any of the reserve branches of the armed forces or the US Public Health Service are entitled to fifteen (15) days of paid leave, including necessary travel time.
- 4) Employees who incurred a military service-connected disability as rated by the United States Department of Veterans Affairs are granted leave with pay up to six (6) days to be examined or treated for the disability.

For additional information, refer to the [TSS OPM Military Leave Policy](#).

4.16 Court and Jury Leave

An employee serving as a juror or subpoenaed as a witness to give a deposition or testimony in a court or hearing, not involving personal litigation or service as a paid expert witness outside the scope of state employment, is entitled to full compensation in addition to any fees paid for such services. Such services or necessary appearances in any court shall not be counted as annual leave. Employees who work night shifts are allowed to take court and jury leave on the night shift of the day on which they served. The employee shall provide the appropriate documentation to the supervisor along with the request for leave.

For additional information, refer to the [TSS OPM Serving as a Juror or Witness Policy](#).

4.17 Arkansas Public Employees Retirement System (APERS) Seminar Leave

Employee attendance at APERS retirement seminars will be treated as any other type of employee benefit presentation, provided those attending have a minimum of five (5) years credited service in a state-sponsored

retirement system (vested). Employees can attend a retirement seminar once every five (5) years and within five (5) years of retirement without using accrued leave. Employees within one (1) year of retirement or entering the Deferred Retirement Option Plan (DROP) are not required to use accrued leave to attend retirement seminars or scheduled sessions with retirement counselors. Employees must schedule the attendance so that their absence will not hinder the work of DIG. Attending a seminar requires prior approval from the employee's supervisor.

4.18 Catastrophic Leave Bank

The Catastrophic Leave Bank (CLB) program was established to provide paid leave for employees with a catastrophic illness who have exhausted all other paid leave. A catastrophic illness is an unplanned or unforeseen medical condition, certified by a physician, that requires an employee's absence from duty for a prolonged period and which, except for the CLB, would result in a substantial loss of income to the employee because of the exhaustion of all earned leave. The program includes the medical condition of a spouse, parent, or child of the employee which requires the employee's absence from duty for a prolonged period of time.

An employee may be eligible for catastrophic leave under the following provisions:

- (a) The employee is a current state employee who has been employed by the state for at least one (1) year in a regular, full-time position.
- (b) The employee must not have been disciplined for leave abuse or any related leave issue within the past year.
- (c) The employee, at the onset of the illness or injury, had at least eighty (80) hours of combined sick and annual leave and has exhausted all such leave (or foresees exhausting all such leave). The "80-hour requirement" may be waived by the DIG Secretary.
- (d) The employee must have a current "[Physician's Certification](#)" sufficiently documenting a medical condition which prevents the employee from performing the employee's job duties for a prolonged period of time (a minimum of thirty (30) working days) and will result in substantial loss of income.

Catastrophic leave cannot be retroactive; therefore, it is important that the employee, or the employee's legal representative, request the catastrophic leave before the employee's leave is exhausted.

Catastrophic Leave for Maternity Purposes: An eligible female employee may receive up to twelve (12) consecutive weeks of paid leave within the first twelve (12) weeks after the birth of the employee's biological child or placement of a foster or an adoptive child in the employee's home.

For additional information, refer to the [TSS OPM Catastrophic Leave Policy](#) and [TSS OPM Maternity Leave Policy](#).

4.19 Family and Medical Leave Act (FMLA)

FMLA requires all public agencies to provide up to twelve (12) weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons. To be eligible for FMLA leave an employee must have worked at least 1,250 hours in the 12-month period preceding the commencement of FMLA and meet one of the following qualifying reasons for leave:

- (a) The birth or placement of a son or daughter, to bond with a newborn or newly placed son or daughter, or to care for a son or daughter with a serious health condition;

- (b) The case of the employee's spouse, son or daughter, or parent with a serious health condition;
- (c) A serious health condition that makes the employee unable to perform the functions of the job;
- (d) Any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a military member on covered active duty, or
- (e) To care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, or next of kin of the service member (military caregiver leave).

In the case of birth or adoption, eligibility for FMLA leave shall expire at the end of the 12-month period beginning on the date of a child's birth or placement. The 12-month period used by the State of Arkansas is the calendar year.

For additional information, refer to the [TSS OPM Family and Medical Leave Act Policy](#).

4.20 Foster Care Leave

DIG employees are eligible for forty (40) hours per calendar year of foster care leave with pay when a child in foster care has been placed in the home of the employee. Leave that is unused during a calendar year is not carried forward to the next year, nor is it payable at termination or retirement.

For additional information, refer to the [TSS OPM Foster Care Leave Policy](#).

SECTION 5—EMPLOYEE BENEFITS

5.1 Workers' Compensation

Workers' Compensation is a benefit provided to injured workers or their dependents in the event of the worker's death. It provides compensation when an employee is unable to work because of a job-related disability, no matter who was at fault. The injured worker should first contact his or her supervisor as soon as possible following the injury. If the employee suffers a non-life-threatening workers' compensation injury and needs medical treatment, the supervisor or injured worker should immediately contact the Company Nurse at 1-855-339-1893. The DIG search code is QR58.

For additional information, refer to the [TSS OPM Workers' Compensation Policy](#).

5.2 Retirement

Arkansas Public Employees Retirement System (APERS) is a multi-employer defined benefit plan, qualified under Section 401(a) of the Internal Revenue Code, with defined contribution options.

Participating employers contribute a rate that is established annually by the APERS Board of Trustees.

Monies received are invested by APERS to pay future benefits to members, beneficiaries, and survivors. Nothing in this description shall override any law or rule regarding APERS or applicable law, regulation, or rule.

Employees hired on or after July 1, 2005, are required to contribute a percentage of their compensations to their retirement accounts. As of July 1, 2022, the contribution rate is 5.25%. The rate will increase by one-quarter of a percent each succeeding July 1 until it reaches a maximum of 7% on July 1, 2029 (per Act 365 of 2021). In other words, employees must pay a portion of their salary (pre-tax) into the System in order to earn service credit towards a future retirement benefit. The contributions are deducted from the employee's salary to pay for retirement. These

contributions will remain on deposit in the employee's name unless the employee leaves the job and receives a refund of their contributions. Employees become vested under APERS after completing five (5) years of service. Death-in-service benefits may be payable to a vested employee's survivors if the death occurs while the employee is in active service. This benefit is also payable for employees who have applied for retirement benefits but die before the effective date of the benefits. Actual Service is service credited at the rate of one (1) month for each month of service.

Questions regarding specific employee issues should be addressed to APERS at (501) 682-7800 or 1-800-682-7377. More information can be found at the APERS website www.apers.org.

5.3 Deferred Retirement Option Plan (DROP)

The Arkansas General Assembly established a DROP for state employees, which allows employees who have worked for the State and have at least 28 years of credit with APERS to continue in service to the state under the DROP plan. Any time purchased by an APERS member counts toward the 28-year requirement. After ten (10) years in the DROP plan, employees must leave state government and begin drawing their retirement benefit. They may receive the deferred amount in a lump sum or as a monthly payment or roll it over into an independent retirement account. Employees under the DROP Plan are still eligible for deferred compensation, career service recognition payments, sick and annual leave, and state employees' health insurance.

5.4 Health and Life Insurance

Group health insurance benefits are offered to employees through the Employee Benefits Division (EBD). Depending on the insurance option an employee chooses, a portion of the coverage is paid by the employee with the employer supplementing as well. In addition to group health insurance options, group life insurance benefits are available. The State Health Insurance Plan is managed by EBD. Visit the [ARBenefits web site](#) or call the customer service number at (501) 682-9656, or toll free (877) 815-1017, press "1."

5.5 Wellness Programs

State employees who participate in an ARBenefits plan are eligible for the programs offered through the ARBenefits Wellness Program.

The program is comprised of certified wellness coaches and online health modules provided free of charge and are confidential. The topics for wellness can vary each year.

Visit the [ARBenefits Health Management](#) web site for more information.

5.6 Employee Assistance Program (EAP)

DIG employees and all household members are eligible for up to three (3) free confidential visits per issue through [New Directions](#). The EAP is available for almost any area of an employee's life. New Directions offers counseling for family matters, stress, relationships, grief and loss, and substance abuse. The EAP offers legal assistance and support, financial information and resources and personalized work-life solutions for childcare, eldercare, moving and more. Employees can reach the EAP 24 hours a day at 1-877-300-9703 or ndbh.com.

5.7 [Healthcare Flexible Spending Account \(FSA\)](#)

This is a pre-tax benefit account that an employee can use to pay for eligible medical, dental, and vision care expenses that aren't covered by the employee's health insurance plan. The employee decides how much to contribute to their Healthcare FSA each year, and funds are withdrawn automatically from each paycheck for deposit into the employee's account before taxes are deducted. The total amount an employee elects to contribute to his/her Healthcare FSA each year is available on the first day of the plan year.

Employees may only rollover a determined amount set by the IRS into the new calendar year. The plan may provide employees with a grace period of up to three (3) months after the end of the calendar year to spend funds left in their account for the previous calendar year.

5.8 [Health Savings Account \(HSA\)](#)

This pre-tax benefit account, in conjunction with an employee's qualified high-deductible health plan, is used to pay for eligible out-of-pocket medical, vision, and dental expenses. Employees can earn interest on the money in their account and invest it so that it grows over time. An HSA is like an FSA although the money must be accrued before it is available. The money in an HSA account may be redeemed by an employee if he/she leaves DIG or if the employee has money left over at the end of the plan year.

5.9 [Dependent Care Flexible Spending Account \(DCSA\)](#)

This is a pre-tax benefit account used to pay for dependent care services while an employee is at work. The money an employee contributes to a Dependent Care FSA is not subject to payroll taxes, so the employee may end up paying less in taxes and taking home more of their paycheck. Under this type of account, a "dependent" is a child under 13 years of age (until the day of their 13th birthday) and adult dependents who can't take care of themselves. The dependent must live with the employee and be claimed as a dependent on the employee's tax return. Employees should review the eligible expense list on the vendor's website each year to see what is covered under the Dependent Care FSA.

5.10 Deferred Compensation Benefits

New employees will be automatically enrolled in the Arkansas Diamond Deferred Compensation 457 Plan, with a 3% automatic deduction. If an employee does not wish to participate, he or she has 90 days from their first deduction to opt out. If an employee chooses to not complete the opt-out form on their first day of employment, they may opt out of the plan by logging into the Arkansas Diamond Deferred Compensation Plan website at <https://myplan.voyaplans.com> or by calling 1-800-905-1833.

At any time, an employee may elect to participate in the deferred compensation 457 program. The tax-sheltered investment options offer a means of setting aside money for future use which is not subject to current federal or State income tax. Taxes become payable when the deferred income plus earnings are paid to the employee, usually at retirement, when the employee is probably in a lower income tax bracket. This deferred income can serve as a supplement to social security, pension, or retirement benefits. For a local one-on-one consultative meeting please call to schedule a meeting at 1-866-271-3327.

5.11 Arkansas State Employee Association (ASEA)

ASEA is a non-partisan, non-profit, non-union, membership-driven association that advocates on behalf of Arkansas state employees and offers exclusive benefits to its members. Employees of the State of Arkansas who choose to join the association will have the dues deducted from payroll or paid on an annual basis. For more information, call 1-800-950-8139.

5.12 Arkansas State Employees Benefit Advisors (ARSEBA)

ARSEBA is the exclusive provider of voluntary benefits for state employees and has information available at <http://www.arseba.com/> or contact ARSEBA at 1-888-224-5234 or 1-501-224-5234.

ARSEBA works with the Arkansas Employee Benefits Division to provide a comprehensive menu of benefits which includes:

- Accident Insurance
- Cancer Insurance
- Critical Care Insurance
- Dental and Vision
- Insurance
- Hospital Indemnity Insurance
- Life Insurance
- Short Term
- Disability Insurance

DIG Employee Handbook Acknowledgement

I acknowledge receipt of the Department of Inspector General (DIG) Employee Handbook (the Handbook) and referenced DIG policies. I understand and agree that it is my responsibility to read and comply with the guidelines and policies referenced in the Handbook as well as all applicable rules pertaining to my job functions.

I further understand that the Handbook and all other written and oral materials provided to me are intended for informational purposes only. The Handbook, DIG policies, practices, or other communications do not create an employment contract or term. I understand that the policies and benefits, both in the Handbook and those communicated to me in any other fashion, are subject to interpretation, review, and change by management at any time without notice.

I further agree that neither this document nor any other communication shall bind DIG to employ me now or hereafter and that my employment may be terminated by me or DIG without reason at any time. I understand that no representative of DIG has any authority to enter into any agreement for employment for any specified period or to assure any other personnel action or to assure any benefits or terms or conditions of employment or make any agreement contrary to the foregoing.

Printed Name

Signature

Date

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: Arkansas Department of Labor and Licensing

Contact Name: Jocelyn Potter or Ethel Whittaker

Contact Phone: 501-682-4544 or 501-682-4546

Contact Email: jocelyn.potter@arkansas.gov or ethel.whittaker@arkansas.gov

Date of Submission: August 30, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0
Asian Pacific Islander	4	1	5	2%
Black/Not Hispanic	51	15	66	27%
Hispanic	2	0	2	1%
White/Not Hispanic	84	86	170	70.0%
Total	141	102	243	100%



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Every department must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the department to a level that approximates the percentage of minorities in the state's population. Departments shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Departments should establish a process for investigating allegations of discrimination and/or harassment. Departments shall include in their personnel manual a statement that discrimination by an employee is grounds for dismissal. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment.

I. Age (Age Discrimination in Employment Act)

The law protects individuals who are at least forty (40) years of age or older. A department is prohibited from limiting, segregating, or classifying employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee and a department cannot reduce an employee's rate of pay because of age.

An agency may take adverse personnel actions against an employee if age is a bona fide occupational qualification, reasonably necessary to the normal operations of a particular job, or where the differentiation is based on factors other than age.

An employee may be subject to compulsory retirement if the employee:

1. Is sixty-five (65) years of age;
2. For the two-year period immediately before retirement is employed in a bona fide executive or high policy-making position; and
3. Is entitled to an immediate non-forfeitable annual retirement benefit from pension, savings, or deferred compensation plan, or any combination of such plans which is an aggregate of at least forty-four thousand dollars (\$44,000).

II. Disability (Americans with Disabilities Act)

Disability discrimination is when a department does one of the following:

1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;
2. Treats an applicant or employee less favorably because he/she has a history of a disability (such as cancer that is controlled or in remission), or
3. Treats an applicant or employee less favorably because he/she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he/she does not have such an impairment).



Department of Transformation and Shared Services Office of Personnel Management

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Effective Date: July 28, 2021

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because their spouse has a disability. The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

III. Equal pay/compensation (Equal Pay Act and Lilly Ledbetter Fair Pay Act)

The Equal Pay Act (EPA) prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort, and responsibility under similar working conditions. The jobs need not be identical, but they must be substantially equal. Wages can include more than just hourly or annual pay. An employer cannot lower the wages of some employees to make wages equal.

Compensation differences based on race, color, religion, national origin, age, disability, genetic information, and/or retaliation also violate law.

IV. Genetic information (Genetic Information Nondiscrimination Act)

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history). Family medical history is included in the definition of genetic information because it is often used to determine whether someone has an increased risk of getting a disease, disorder, or condition in the future.

V. Harassment

Harassment is unwelcome conduct that is based on race, color, religion, sex, national origin, age, disability, genetic information or any other status or characteristic protected by law. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

VI. National origin (Immigration and Nationality Act)

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). National origin discrimination also can involve treating people unfavorably because they are married to (or associated with) a person of a certain national origin.

Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

VII. Pregnancy

Pregnancy discrimination involves treating a woman, an applicant or employee, unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

VIII. Race/color

Race discrimination involves treating an applicant or employee unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion. Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color. Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

IX. Religion

Religious discrimination involves treating an applicant or employee unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs. Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion.

X. Sex

Sex discrimination involves treating an applicant or employee unfavorably because of that person's sex.

Sexual harassment

All departments must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the department's policy must be filed with the Office of Personnel Management (OPM).

Sexual harassment is a form of discrimination and is unwelcome behavior that is either verbal or physical in nature. What constitutes sexual harassment is:

1. Submission to the conduct is either an explicit or implicit term or condition of employment, and/or
2. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting, and/or
3. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Actions that may be defined as sexual harassment are not limited to the supervisor and employee situation, but may include actions of coworkers, actions of the same or opposite sex and action of individuals external to the agency, but who have contact with employees in the work environment.



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

Retaliation

It is illegal to retaliate against an applicant or employee because the applicant or employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

For more information about the types of discrimination and prohibited practices, see the U.S. Equal Employment Opportunity Commission website at <https://www.eeoc.gov/laws/index.cfm>.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name:

Contact Name: Leah Brewer

Contact Phone: 501-435-2431

Contact Email: leah.brewer@arkansas.gov

Date of Submission: 08/28/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	7	8	2%
Asian Pacific Islander	0	2	2	%
Black/Not Hispanic	51	26	77	19%
Hispanic	3	8	11	%
White/Not Hispanic	74	230	304	76%
Total	129	507	402	100%



Arkansas Department of Military

Cabinet Secretary - Major General Jonathan M. Stubbs,
The Adjutant General

Policy Title: Equal Employment Opportunity Policy and Complaint Procedures

Policy Number: 18

Authority:

- (1) Title VII of the Civil Rights Act of 1964 (42 USC §2000e-16)
- (2) Age Discrimination in Employment Act (ADEA) (29 USC §621)
- (3) The Equal Pay Act of 1963 (29 USC §206(d))
- (4) The Rehabilitation Act of 1973 (29 USC §791)
- (5) The Americans with Disabilities Act of 1990 (42 USC §§12111 through 12114)
- (6) Ark. Code Ann. § 21-3-101; §21-3-203 and §21-12-103.
- (7) Department of Transformation and Shared Services, Office of Personnel Management, Policy Title: Equal Employment Opportunity, Policy Number: 17.

Effective Date: July 1, 2023

I. PURPOSE:

The following establishes uniform equal employment opportunity provisions and complaint processing procedures for any employee of the Department of Military (DOTM) who believes he or she has been the target of harassment, discrimination, or retaliation on any protected basis.

II. POLICY:

The DOTM is committed to maintaining access to employment opportunities and working environments that are free from discrimination and harassment. Unequal treatment of employees violates standards of integrity and impartiality, undermines agency cohesion and working relationships, and detracts from the agency's ability to effectively achieve its mission.

In accordance with federal and state laws, DOTM prohibits illegal discrimination or harassment based on gender (to include sexual harassment and pregnancy), race, age, color, national origin, religion, disability, veteran status, or any other protected status.

All DOTM employees are required to abide by this policy. All employees are also expected to exercise good judgement in work related relationships and shall take appropriate measures to prevent harassment and discriminatory behavior.

An employee who is found to have engaged in discrimination, harassment, or retaliation in the course of his or her employment shall be subject to disciplinary action up to and including termination.

This procedure shall not compromise the rights of management to direct work activity in accomplishing DOTM goals and missions. Utilization of the Equal Employment Opportunity

Discrimination Complaint Procedures is not intended, nor will it be allowed to become, a barrier to the supervisor/employee relationship.

III. CRITERIA:

Harassment and discrimination are defined as any conduct that denigrates or shows hostility toward an individual because of his or her race, color, gender, national origin, religion, age (40 or over), physical or mental disability, sexual orientation, or any other protected status.

Petty slights, annoyances, and isolated incidents (unless particularly serious) do not rise to the level of illegality. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to a reasonable person, or when the actions interfere with an individual's ability to effectively perform his or her job duties on a day-to-day basis.

Prohibited conduct includes, but is not limited to:

- Offensive jokes, epithets, derogatory comments, or any other verbal or physical conduct based upon an individual's protected status.
- Ethnic slurs, graffiti, or other offensive conduct based upon an individual's protected status.
- Verbal or physical abuse, or threats of violence.
- Unwelcome physical advances, sexual pranks, sexual teasing, touching, or grabbing, sexually suggestive gestures, or requests for sexual favors.
- Emailing, posting, or otherwise circulating cartoons, pictures, or any other demeaning or offensive materials in the workplaces related to an individual's protected status.

The harasser can be a supervisor, co-worker, other employee, or a non-employee who has a business relationship with the DOTM.

IV. COMPLAINT PROCEDURES:

Any DOTM employee who believes that he or she has been the target of discrimination, harassment, or retaliation or an individual who witness potentially offensive conduct is encouraged to caution the offender(s), either orally or in writing, to cease the unwelcome behavior.

If all communication attempts with the harasser(s) have been ineffective or the employee does not wish to communicate directly with the harasser, the employee shall report the offensive conduct to a member of his or her supervisory chain.

The supervisory chain shall be the primary means for the immediate reporting and resolution of

harassment and discrimination complaints. Supervisors and other responsible DOTM officials who observe, are informed of, or reasonably suspect incidents of possible discrimination and/or harassment are expected to take effective measures to ensure no further apparent or alleged incidents occur. In addition, the supervisory employee must immediately report such incidents to the DOTM Equal Employment Opportunity (EEO) Compliance Officer. Failure of a supervisor or other official to report such incidents may be considered a violation of this policy and could result in disciplinary action up to and including termination of employment.

Should the complaint be against a member of the employee's supervisory chain or if the employee is especially uncomfortable in filing a complaint with his or her supervisory chain, the employee may bring forth his or her complaints directly to the DOTM EEO Compliance Officer. Formal complaints made to the DOTM EEO Compliance Officer must be received within seven (7) days of the most recent incident.

It is a violation of both this policy and federal and state law to retaliate against someone who has reported unlawful harassment. Violators of this policy may be subject to disciplinary action up to and including termination of employment.

V. DEPARTMENT OF THE MILITARY RESPONSIBILITIES:

Under this policy, if the DOTM receives an allegation of discrimination or harassment or has reason to believe such harassment and/or discrimination is occurring, it will take the steps necessary to ensure that the matter is investigated in a prompt, thorough, and impartial manner. If the allegation is determined to be credible, the DOTM will take immediate and effective action to address the issue, as deemed appropriate and in accordance with DOTM disciplinary policy.

To promote open and frank discussions, all persons involved in the complaint and investigation process shall, to the maximum extent possible, keep all matters related to the complaint and investigation confidential. However, any threat of physical harm or disclosure of waste, fraud, abuse, or other illegal activity shall be exempt from confidentiality and will be reported to the appropriate officials. Any other violations of confidentiality requirements may be subject to disciplinary action.

VI. EEO COMPLIANCE OFFICER RESPONSIBILITIES:

DOTM shall make it known that the DOTM EEO Compliance Officer shall be available to any employee to provide technical information on EEO matters, whether a complaint has been filed. Additionally, the DOTM EEO Compliance Officer shall be responsible for compilation and maintenance of documentation.

VII. EMPLOYEE'S RIGHTS AND RESPONSIBILITIES:

Employees are encouraged to report unwelcome conduct as soon as possible, as outlined in Section IV, Complaint Procedures.

The employee shall be allowed a reasonable amount of time during regular working hours to

meet with the DOTM EEO Compliance Officer when the appointment has been scheduled by the DOTM EEO Compliance Officer. Excused time off may be given, with prior approval, to participate in scheduled meetings. That said, an employee shall not work on his or her complaints during scheduled working hours. Any other time off relating to his or her complaint will be subject to approved annual leave. Additionally, the employee shall not utilize DOTM resources for filing complaints or to prepare or respond to requests for documents, unless the forms or documents are those required by this policy or requested by the DOTM EEO Compliance Officer.

The employee may have access to relevant records and documents relevant to his or her complaint, subject to applicable limitations as set out by state or federal law, such as, but not limited to, those documents exempt under the Privacy Act of 1974, the Health Insurance Portability and Accountability Act (HIPPA), and those related to an ongoing criminal investigation.

The employee, through his or her submission of an official complaint, agrees to cooperate with an investigation into the allegations. Failure or refusal to cooperate with the investigation may result in rejection or dismissal of his or her complaint. The employee may withdraw his or her complaint at any time however DOTM reserves the right to continue an investigation into the allegation. At any time during the process, the employee has the right to file a complaint with the Equal Employment Opportunity Commission ("EEOC"). Complaints may be filed by going to the EEOC's public portal at <https://publicportal.eeoc.gov> and submitting an inquiry. Once an inquiry is submitted, an EEOC staff member will contact the employee and schedule an interview about his or her claim to determine if the EEOC is the right agency to handle his or her complaint. The EEOC will provide additional information about how to file a complaint during or shortly after the interview. For more information, an employee may contact the EEOC at 1-800-669-4000.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department /Agency / Institution Name: AR Dept of Parks, Heritage and Tourism

Business Area: 9912 DEPT OF PARKS, HERITAGE & TOURISM

Contact Name: Debbie Biggs, HR Director

Contact Phone: 501.324.9584

Contact Email: debbie.biggs@arkansas.gov

Date of Submission: 09/08/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy. No Changes.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	2		2	3%
Asian Pacific Islander				%
Black/Not Hispanic	8	1	9	85%
Hispanic				%
White/Not Hispanic	29	33	62	12%
Total	39	34	73	100%



Sarah Huckabee Sanders

Governor

Shea Lewis

Secretary

AFFIRMITIVE ACTION/EQUAL OPPORTUNITY POLICY

The Arkansas Department of Parks, Heritage and Tourism (ADPHT) does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Equal employment opportunity applies to all terms and conditions of employment, including hiring, placement, promotion, termination, layoff, transfer, leave of absence, compensation, and training

ADPHT expressly prohibits any form of unlawful employee harassment or discrimination based on any of the characteristics mentioned above. Improper interference with the ability of other employees to perform their expected job duties is not tolerated.

ADPHT will endeavor to make a reasonable accommodation of an otherwise qualified applicant or employee related to an individual's physical or mental disability, sincerely held religious beliefs and practices, and/or any other reason required by applicable law, unless doing so would impose an undue hardship upon the ADPHT business operations.

Retaliation in any form against individuals who raise issues of equal employment opportunity will not be tolerated. Retaliation is adverse action taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse action" includes but is not limited to:

- Termination
- Demotion
- Denial of promotion
- Unjustified negative evaluations
- Harassment
- Express or implied threats or intimidation

Employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring the issues to the attention of the ADPHT Human Resources Director immediately.



A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department of Public Safety

Contact Name: Phillip Warriner

Contact Phone: (501) 618-8193

Contact Email: phillip.warriner@asp.arkansas.gov

Date of Submission: 6/17/24

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	1	2	3	%
Asian Pacific Islander	5	3	8	%
Black/Not Hispanic	98	88	186	%
Hispanic	9	14	23	%
White/Not Hispanic	373	647	1020	%
Total	486	754	1240	%

ARKANSAS DEPARTMENT OF PUBLIC SAFETY



Section 100 – Administrative/Personnel

POLICY NO. 101 – EQUAL EMPLOYMENT OPPORTUNITY

Effective Date: 6/19/2020	Distribution: All DPS employees
Revision Effective Date: 6/19/2020	Replaces: <ul style="list-style-type: none">• ACIC Personnel Policy – Section 1, Hiring and Employment Practices, Equal Opportunity Employment paragraph (pg. 1)• ADEM EEO/AA Policy• ASCL Personnel Handbook 1 – Introduction (second paragraph on pg. 4), 2.1.1 Discrimination (pg. 5)• ASP GEN SEC 7 – Equal Employment Rights• CLEST Policy 011 – Equal Employment• Any division policy or procedure that conflicts with this policy
Applicable Federal Statutes/Guidelines: <ul style="list-style-type: none">• Title VII of the Civil Rights Act of 1964• Age Discrimination in Employment Act of 1967• Americans with Disabilities Act• Equal Pay Act• Genetic Information Nondiscrimination Act of 2008• Immigration Reform and Control Act of 1986• The Pregnancy Discrimination Act	Applicable State Statutes/Guidelines: <ul style="list-style-type: none">• A.C.A. §§ 21-3-203 and 21-12-103
Approved By: Jami L. Cook, Secretary	
Date Approved: 6/19/2020	

I. Purpose

The purpose of this policy is to promote and maintain equal employment of minority and protected classes within the Department.

II. Policy

- A. It is the policy of the Department to recruit, select, hire, train, transfer, upgrade/promote, and discipline without regard to race, color, religion, national origin, age, sex, disability, genetic information, or any other non-merit-based factor.
- B. The Department will work to continually improve recruitment, employment, career development, and promotional opportunities for all employees, with the intent of increasing the percentage of minority employees to a level that approximates the percentages within the state's population.
- C. The identification, qualification, evaluation, or selection of candidates for promotions within the Department will be based solely on job-related criteria.

- D.** Discrimination by any Department employee based upon race, color, religion, national origin, age, sex, disability, genetic information, or any other factor not related to the employee's job duties and responsibilities will result in disciplinary action and is grounds for dismissal.
- E.** When it is determined by any court of law that a Department employee is guilty of discrimination, such determination is grounds for dismissal.
- F.** The Department will comply with all State and Federal law regarding equal employment, including, but not limited to:
- 1. The Age Discrimination in Employment Act of 1967 (ADEA);**
Under the ADEA, it is unlawful to discriminate against a person because of his or her age.
 - 2. The American with Disabilities Act (ADA);**
Under the ADA, it is unlawful to discriminate against a person based on disability or relationship with an individual with disabilities.
 - 3. The Equal Pay Act (EPA);**
The EPA requires that men and women in the same workplace be given equal pay for equal work. The jobs need not be identical, but they must be substantially equal.
 - 4. The Genetic Information Nondiscrimination Act of 2008 (GINA);**
Under the GINA, it is unlawful to discriminate against employees or applicants because of genetic information.
 - 5. The Civil Rights Act of 1964;**
Under the Civil Rights Act, it is unlawful to discriminate against a person based on their race, color, religion, sex, or sexual orientation.
 - 6. The Immigration Reform and Control Act of 1986 (IRCA); and**
Under the IRCA, it is unlawful to treat a person unfavorably because they are, or are married to, a person from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not.)
 - 7. The Pregnancy Discrimination Act (PDA).**
Under the PDA, it is unlawful to treat a woman unfavorably based on pregnancy when it comes to any aspect of employment, including hiring, firing, pay, job assignment, promotion, layoff, training, fringe benefits, or any other term or condition of employment.

- G.** It is illegal to discriminate against an employee because the employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.
- H.** The Department's Human Resources Section will operate as the Department's EEO officer and will coordinate and maintain an EEO plan to ensure equality in all employment matters.
- I.** Supervisors and Human Resources personnel will complete all Office of Personnel Management training related to Equal Employment.
- J. Reporting Discrimination**
 - 1. Employees should contact their supervisor or the Department's Human Resources section for technical questions, problems, or complaints about this policy.
 - 2. Employees who believe they have been the victim of discrimination should immediately report the incident(s) to their supervisor so that steps can be taken to protect the employee from further discrimination. When it is not practical for the employee to report discrimination to their immediate supervisor, the report should immediately be made to another supervisor in the employee's chain of command.
 - 3. Supervisors will document all allegations of discrimination and file a complaint.
 - 4. Discrimination complaints will be investigated pursuant to the Department's Disciplinary Matters Policy (DPS 112).
 - 5. No employee will be retaliated against for filing a complaint of discrimination or for assisting, testifying, or participating in the investigation of such a complaint.
 - 6. Appeals will be handled pursuant to the Department's Grievance Process Policy (DPS 113).
- K.** Nothing in this policy prevents an employee from pursuing legal or other action outside of the Department.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Arkansas Department of Transformation and Shared Services:

Contact Name: Rhoda Classen

Contact Phone: 501-319-6551

Contact Email: tss.hr@arkansas.gov

Date of Submission: August 23, 2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	0	0	0	0%
Asian Pacific Islander	8	3	11	3.59%
Black/Not Hispanic	40	20	60	19.61%
Hispanic	1	0	1	.33%
White/Not Hispanic	80	154	234	76.47%
Total	129	177	306	100%



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The State of Arkansas does not discriminate in access to employment opportunities or in employment or practices on the basis of race, color, religion, sex, national origin, age, disability, or genetic information.

Every department must adopt and pursue a comprehensive equal employment hiring program designed to achieve a goal of increasing the percentage of minority employees within the department to a level that approximates the percentage of minorities in the state's population. Departments shall report to the Legislative Council on June 30 of each year stating its efforts to achieve its equal employment hiring program goal.

Departments should establish a process for investigating allegations of discrimination and/or harassment. Departments shall include in their personnel manual a statement that discrimination by an employee is grounds for dismissal. When it is determined by any court of law that an employee is guilty of discrimination, such determination is grounds for dismissal from employment.

I. Age (Age Discrimination in Employment Act)

The law protects individuals who are at least forty (40) years of age or older. A department is prohibited from limiting, segregating, or classifying employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee and a department cannot reduce an employee's rate of pay because of age.

An agency may take adverse personnel actions against an employee if age is a bona fide occupational qualification, reasonably necessary to the normal operations of a particular job, or where the differentiation is based on factors other than age.

An employee may be subject to compulsory retirement if the employee:

1. Is sixty-five (65) years of age;
2. For the two-year period immediately before retirement is employed in a bona fide executive or high policy-making position; and
3. Is entitled to an immediate non-forfeitable annual retirement benefit from pension, savings, or deferred compensation plan, or any combination of such plans which is an aggregate of at least forty-four thousand dollars (\$44,000).

II. Disability (Americans with Disabilities Act)

Disability discrimination is when a department does one of the following:

1. Treats a qualified individual with a disability who is an employee or applicant unfavorably because he/she has a disability;
2. Treats an applicant or employee less favorably because he/she has a history of a disability (such as cancer that is controlled or in remission), or
3. Treats an applicant or employee less favorably because he/she is believed to have a physical or mental impairment that is not transitory (lasting or expected to last six months or less) and minor (even if he/she does not have such an impairment).



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because their spouse has a disability. The law requires an employer to provide reasonable accommodation to an employee or job applicant with a disability, unless doing so would cause significant difficulty or expense for the employer ("undue hardship").

III. Equal pay/compensation (Equal Pay Act and Lilly Ledbetter Fair Pay Act)

The Equal Pay Act (EPA) prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort, and responsibility under similar working conditions. The jobs need not be identical, but they must be substantially equal. Wages can include more than just hourly or annual pay. An employer cannot lower the wages of some employees to make wages equal.

Compensation differences based on race, color, religion, national origin, age, disability, genetic information, and/or retaliation also violate law.

IV. Genetic information (Genetic Information Nondiscrimination Act)

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history). Family medical history is included in the definition of genetic information because it is often used to determine whether someone has an increased risk of getting a disease, disorder, or condition in the future.

V. Harassment

Harassment is unwelcome conduct that is based on race, color, religion, sex, national origin, age, disability, genetic information or any other status or characteristic protected by law. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

VI. National origin (Immigration and Nationality Act)

National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). National origin discrimination also can involve treating people unfavorably because they are married to (or associated with) a person of a certain national origin.

Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

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Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

VII. Pregnancy

Pregnancy discrimination involves treating a woman, an applicant or employee, unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

VIII. Race/color

Race discrimination involves treating an applicant or employee unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion. Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color. Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

IX. Religion

Religious discrimination involves treating an applicant or employee unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs. Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion.

X. Sex

Sex discrimination involves treating an applicant or employee unfavorably because of that person's sex.

Sexual harassment

All departments must develop and implement a policy concerning sexual harassment and the resolution of such complaints. A copy of the department's policy must be filed with the Office of Personnel Management (OPM).

Sexual harassment is a form of discrimination and is unwelcome behavior that is either verbal or physical in nature. What constitutes sexual harassment is:

1. Submission to the conduct is either an explicit or implicit term or condition of employment, and/or
2. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the person who did the submitting or rejecting, and/or
3. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Actions that may be defined as sexual harassment are not limited to the supervisor and employee situation, but may include actions of coworkers, actions of the same or opposite sex and action of individuals external to the agency, but who have contact with employees in the work environment.



Department of Transformation and Shared Services Office of Personnel Management

Policy Title: Equal Employment Opportunity

Policy Number: 17

Authority: Title VII of the Civil Rights Act of 1964; Ark. Code Ann. § 21-3-101; § 21-3-203 and § 21-12-103

Effective Date: July 28, 2021

Retaliation

It is illegal to retaliate against an applicant or employee because the applicant or employee complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

For more information about the types of discrimination and prohibited practices, see the U.S. Equal Employment Opportunity Commission website at <https://www.eeoc.gov/laws/index.cfm>.

A.C.A §21-3-101 Equal Employment Hiring Program Reporting Template

Department / Agency / Institution Name: ADVA

Contact Name: Richelle Garcia

Contact Phone: 501 682-4935

Contact Email: richelle.garcia@arkansas.gov

Date of Submission: 6/10/2024

Please attach a copy of the program or policy as required by Arkansas Code §21-3-101.

Have any changes been made to the program or policy since your last submission? If so, please explain the changes and provide a copy of the revised policy.

Please provide the information below as it relates to the agency or institution's current gender and ethnic makeup.

Ethnic Origin	Number of Female Employees	Number of Male Employees	Total Employees	Percentage
American Indian	2	0	2	1%
Asian Pacific Islander	3	0	3	2%
Black/Not Hispanic	64	11	75	40%
Hispanic	12	2	14	8%
White/Not Hispanic	52	40	92	49%
Total	133	53	186	100%



ARKANSAS DEPARTMENT OF VETERANS AFFAIR

501 Woodlane Drive, Suite 401N

Little Rock, AR 72201

SARAH HUCKABEE SANDERS
GOVERNOR

KENDALL W. PENN
RET. MAJOR GENERAL
SECRETARY

8 March 2023

MEMORANDUM FOR EMPLOYEES OF ARKANSAS DEPARTMENT OF VETERANS AFFAIRS

SUBJECT: Arkansas Department of Veterans Affairs (ADVA) EEO Policy and Complaint Procedures

1. ADVA Human Resources is responsible for the creation, revision, and dissemination of agency policies and procedures in order to assist in the maintenance of an effective workplace.
2. This policy is intended to provide guidance for compliance with Equal Employment Opportunity regulations and avenues for redress of complaints. This is applicable to all ADVA employees and shall remain in effect until revoked or superseded.
3. Point of contact for this memo is Melissa Butler at (501) 682-1954

A handwritten signature in blue ink, appearing to read "K. W. Penn", is written over a horizontal line.

KENDALL W. PENN
MAJOR GENERAL, Retired
SECRETARY

ARKANSAS DEPARTMENT OF VETERANS AFFAIRS
Equal Employment Opportunity Policy and Complaint Procedures

I. AUTHORITY:

- (1) Title VII of the Civil Rights Act of 1964 (42 USC §2000e-16)
- (2) The Age Discrimination in Employment Act (ADEA) (29 USC §621)
- (3) The Equal Pay Act of 1963 (29 USC §206(d))
- (4) The Rehabilitation Act of 1973 (29 USC §791)
- (5) The Americans with Disabilities Act of 1990 (42 USC §§12111 through 12114)
- (6) Ark. Code Ann. § 21-3-101; §21-3-203 and §21-12-103.

II. PURPOSE:

The following establishes uniform equal employment opportunity provisions and complaint processing procedures for any employee of the Department of Veterans Affairs (ADVA) who believes he or she has been the target of harassment, discrimination, or retaliation on any protected basis.

III. POLICY:

ADVA is committed to maintaining access to employment opportunities and working environments that are free from discrimination and harassment. Unequal treatment of employees violates standards of integrity and impartiality, undermines agency cohesion and working relationships, and detracts from the agency's ability to effectively achieve its goals.

In accordance with federal and state laws, ADVA prohibits illegal discrimination or harassment on the basis of his or her gender (to include sexual harassment and pregnancy), race, age, color, national origin, religion, disability, veteran status, reprisal, or any other protected status.

All ADVA employees, including but not limited to staff, supervisors, and senior management are required to abide by this policy. All employees are also expected to exercise good judgement in work related relationships and shall take appropriate measures to prevent harassment and discriminatory behavior.

An employee who is found to have engaged in discrimination, harassment, or retaliation in the course of his or her employment is subject to disciplinary action up to and including termination.

This procedure shall not compromise the rights of management to direct work activity in accomplishing the goals and missions of ADVA. Utilization of the Equal Employment Opportunity Discrimination Complaint Procedures is not intended, nor will it be allowed to become, a barrier to the supervisor/employee relationship.

IV. CRITERIA:

Harassment and discrimination are defined as any conduct that denigrates or shows hostility toward an individual because of his or her race, color, gender, national origin, religion, age (40 or over), physical or mental disability, sexual orientation, or any other protected status.

Petty slights, annoyances, and isolated incidents (unless particularly serious) do not rise to the level of illegality. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to a reasonable person, or when the actions interfere with an individual's ability to effectively perform his or her job duties on a day-to-day basis.

Prohibited conduct includes, but is not limited to:

- Offensive jokes, epithets, derogatory comments, or any other verbal or physical conduct based upon an individual's protected status
- Ethnic slurs, graffiti, or other offensive conduct based upon an individual's protected status
- Verbal or physical abuse, or threats of violence
- Unwelcome physical advances, sexual pranks, sexual teasing, touching or grabbing, sexually suggestive gestures, or requests for sexual favors
- Emailing, posting, or otherwise circulating cartoons, pictures, or any other demeaning or offensive materials in the workplaces related to an individual's protected status.

The harasser can be a supervisor, co-worker, other Department employee, or a non-employee who has a business relationship with ADVA.

V. AMERICANS WITH DISABILITIES ACT AND REASONABLE ACCOMMODATION

ADVA employees shall not discriminate against qualified individuals with disabilities. ADVA will provide reasonable accommodation as required by law to otherwise qualified applicants or employees with disabilities in all employment practices, to include job application procedures, hiring, advancement, job assignment, leave of absence, transfers, demotions, disciplinary action, discharge, compensation, benefits, and job training. Employment opportunities will not be denied to an otherwise qualified applicant because of the need to make a reasonable accommodation to the physical or mental impairment(s) of such individual. Individuals who believe that an accommodation is needed shall make a request with his or her immediate supervisor and coordination with the ADVA Human Resources Manager.

VI. COMPLAINT PROCEDURES:

Any ADVA employee who believes that he or she has been the target of discrimination, harassment or retaliation or an individual who witness potentially offensive conduct is encouraged to caution the offender(s), either orally or in writing, to cease the unwelcome behavior.

In the event that all communication attempts with the harasser(s) have been ineffective or the employee does not wish to communicate directly with the harasser, the employee shall report the offensive conduct to a member of his or her chain of command.

The chain of command shall be the primary means for the immediate reporting and resolution of harassment and discrimination complaints. Supervisors and other responsible Department officials who observe, are informed of, or reasonably suspect incidents of possible discrimination and/or harassment are expected to take effective measures to ensure no further apparent or alleged incidents occur. In addition, the supervisory employee must immediately report such incidents to the ADVA Equal Employment Opportunity (EEO) Compliance Officer. Failure of a supervisor or other official to report such incidents may be considered a violation of this policy and could result in disciplinary action up to and including termination of employment.

Should the complaint be against a member of the employee's chain of command or if the employee is especially uncomfortable in filing a complaint with his or her chain of command, the employee may bring forth his or her complaints directly to the ADVA EEO Compliance Officer. Formal complaints made to the EEO Compliance Officer must be received within 7 days of the most recent incident.

It is a violation of both this policy and federal law to retaliate against someone who has reported unlawful harassment. Violators of this policy may be subject to disciplinary action up to and including termination of employment.

VII. ARKANSAS DEPARTMENT OF VETERANS AFFAIRS RESPONSIBILITIES:

Under this policy, if the Department receives an allegation of discrimination or harassment or has reason to believe such harassment and/or discrimination is occurring, it will take the steps necessary to ensure that the matter is investigated in a prompt, thorough, and impartial manner. If the allegation is determined to be credible, the Department will take immediate and effective action to address the issue, as deemed appropriate and in accordance with ADVA disciplinary policy.

As a means to promote open and frank discussions, all persons involved in the complaint and investigation process shall be subject to the confidentiality requirements. However, any threat of physical harm or disclosure of waste, fraud, abuse, or other illegal activity shall be exempt from confidentiality and will be reported to the appropriate officials. Any other violations of confidentiality requirements may be subject to disciplinary action.

VIII. EEO COMPLIANCE OFFICER RESPONSIBILITIES:

ADVA shall make it known that the EEO Compliance Officer shall be available to any employee to provide technical information on EEO matters, whether or not a complaint has been filed. Additionally, the EEO Compliance Officer shall be responsible for compilation and maintenance of documentation.

IX. EMPLOYEE'S RIGHTS AND RESPONSIBILITIES:

Employees are encouraged to report unwelcome conduct as soon as possible, as outlined in Section VI, Complaint Procedures.

The employee shall be allowed time during regular working hours to meet with the EEO Compliance Officer when the appointment has been scheduled by the EEO Compliance Officer. Excused time off may be given, with prior approval, to participate in scheduled meetings. That said, an employee shall not work on his or her complaints during scheduled working hours. Any other time off relating to his or her complaint will be subject to approved annual leave. Additionally, the employee shall not utilize ADVA resources for filing complaints or to prepare or respond to requests for documents, unless the forms or documents are those required by this policy or requested by the EEO Compliance Officer.

The employee may have access to relevant records and documents relevant to his or her complaint, subject to the confidentiality requirements as set out by state or federal law.

The employee, through his or her submission of an official complaint, agrees to cooperate with an investigation into the allegations. Failure or refusal to cooperate with the investigation may result in rejection or dismissal of his or her complaint. The employee may withdraw his or her complaint at any time however ADVA reserves the right to continue an investigation into the allegation. At any time during the process, the employee has the right to file a complaint with the Equal Employment Opportunity Commission.

**2024 EQUAL
EMPLOYMENT
OPPORTUNITY REPORT
INSTITUTIONS OF
HIGHER EDUCATION**

Arkansas State University

Minority Recruitment and Retention Annual Report

2023-2024

May 30, 2024

Division of Diversity and Community Engagement



ARKANSAS STATE
UNIVERSITY

Table of Contents

Introduction	3
Numerical Measurements	4
New Strategies, Activities, and Benchmarks.....	10
Appendix A – Number and Position Title of Current Minority Faculty and Staff.....	14



Introduction

Arkansas State University has worked to fulfill the mission of *Educating* leaders, *Enhancing* intellectual growth, and *Enriching* lives (ASU = e³) through various programs and initiatives for 2023-2024. Highlights from the year are presented later in this report.

The numerical measurements¹ included in this report are instrumental for understanding our performance towards the university mission. Reports include:

- Minority Students, by Minority Group, who currently attend the institution
- Number and Position Title of Minority Faculty and Staff who currently work for the institution
- Number of Minority, by Minority Group, Full-Time Faculty who currently work for the institution
- Number of Minority Adjunct Faculty who currently work for the institution
- Number and Position Title of Minority Faculty and Staff who began working at the institution within the past academic year

In addition to numerical measurements, the current report includes the following:

- Progress made toward meeting institutional goals related to the recruitment and retention of minority students, faculty, and staff
- New strategies and/or processes implemented during the reporting period
- The division budget, timeline, and other resources used to monitor progress towards achieving objectives

¹ The source of the demographic data contained in this report is from the A-State Office of Institutional Research and Planning.

Numerical Measurements

Ethnic Minority Students

Arkansas State University experienced a 13.8 percent increase in the overall ethnic minority student population over the 2022-2023 academic year. Percentages increased in all categories with the exception of Native Hawaiian/Pacific Islander which showed a decrease of 4 students for a percentage of 26.7.

Table 1. A-State Students by Ethnic Minority Group

Ethnicity	2022-2023	2023-2024	Change	%Change
Asian American	149	192	43	28.9%
African American	1892	2145	253	13.4%
Hispanic American	569	648	79	13.9%
American Indian/Alaska Native	42	47	5	11.9%
Native Hawaiian/Pacific Islander	15	11	-4	-26.7%
Two or More Races	403	448	45	11.2%
Total Minority	3070	3491	421	13.8%

Ethnic Minority Faculty and Staff

The total number of full-time minority faculty and staff increased 8.7 percent since the last reporting period, from 380 in 2022-2023 to 413 in 2023-2024. See Appendix A for the number and position title of current minority faculty and staff.

Ethnic Minority Full-Time Faculty

We experienced a 15.2 percent increase in the overall proportion of full-time minority faculty since the last reporting period going from a total of 132 to 152 in 2023-2024.

Figure 1. Full-time Instructional Faculty by Ethnic Minority Group

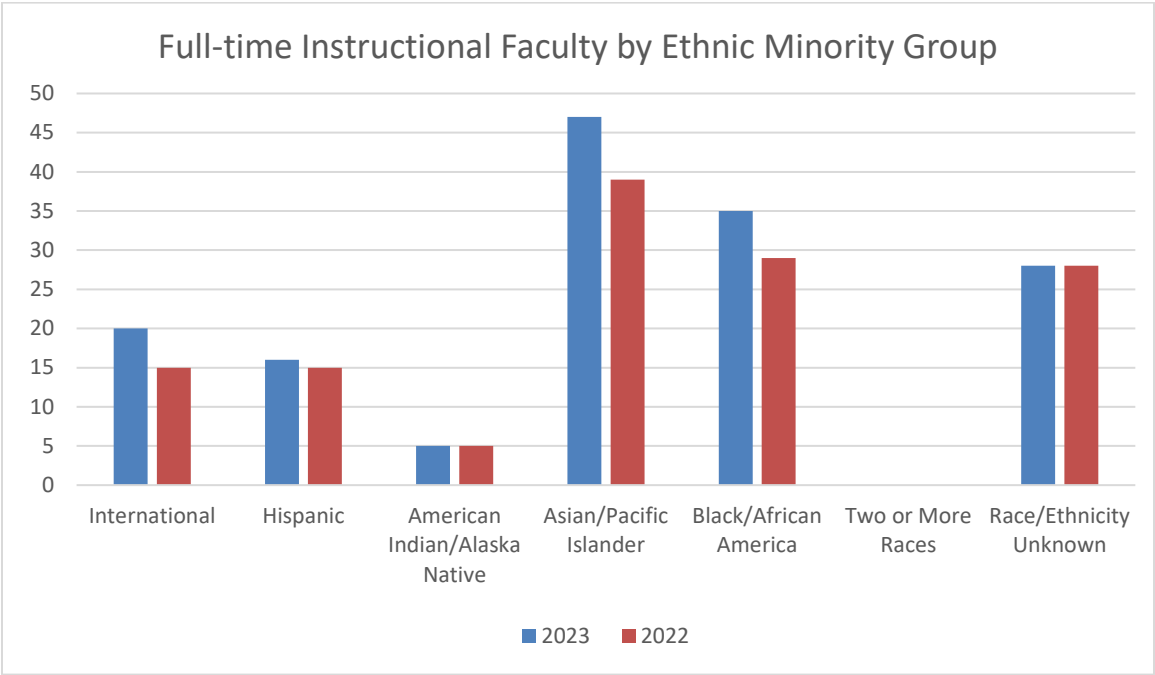


Table 2. Full-time Instructional Faculty by Ethnic Minority Group (Numerical Data)

Full-time Instructional Faculty		
Race / Ethnicity	Fall 2022	Fall 2023
International	15	20
Hispanic/Latino	15	16
American Indian or Alaska Native	5	5
Asian	39	47
Black or African American	29	35
Two or more races	0	0
Native Hawaiian or Pacific Islander	1	1
Race and Ethnicity Unknown	28	28
Total	132	152

Ethnic Minority Adjunct Faculty

The number of ethnic minority faculty working in adjunct faculty positions decreased during 2023-2024. There are currently 23 ethnic minorities serving in adjunct faculty positions, down from 24 in 2022-2023.

Table 2. Minority Adjunct Faculty by Minority Group

Title	Ethnicity	Number 2022	Number 2023
Part-Time Faculty	African American	17	15
Part-Time Faculty	Hispanic	5	6
Part-Time Faculty	Asian or Pacific Islander	2	2
		0	0
Part-Time Faculty	Two or More	0	0
Part-Time Faculty	American Indian/Alaska Native		
Total		24	23

Ethnic Minority Full-Time Staff

We experienced a 5.3 percent increase in the overall proportion of full-time ethnic minority staff since the last reporting period going from a total of 248 to 261.

Figure 2. Full-time Staff by Ethnic Minority Group

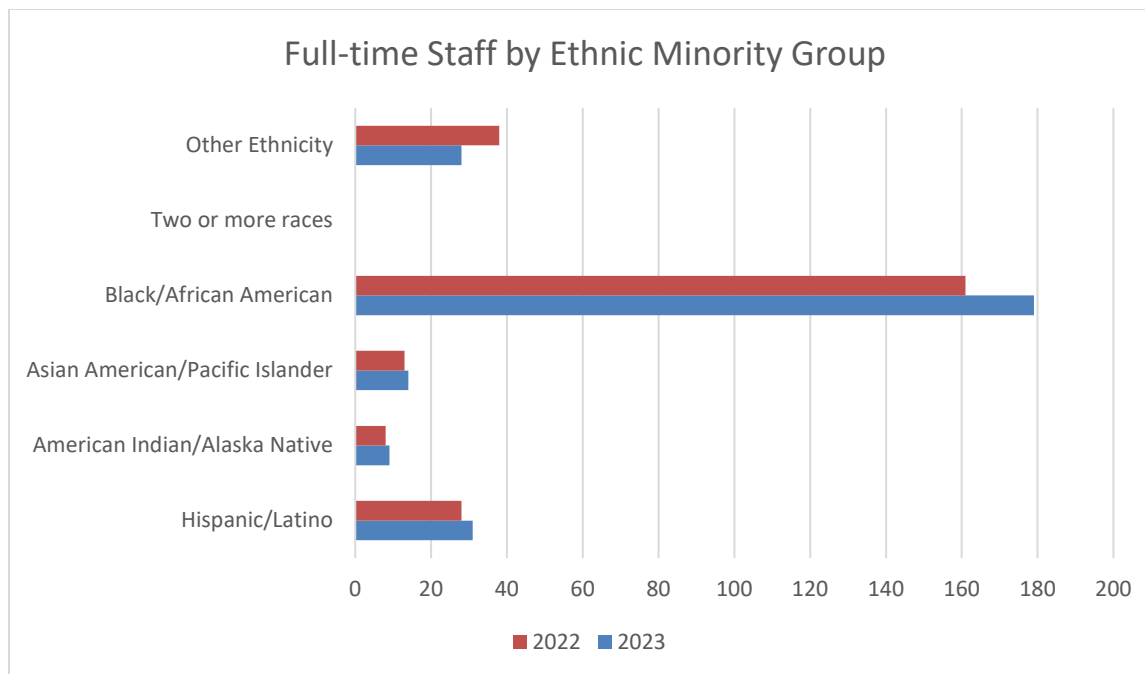


Table 3. Full-time Staff by Ethnic Minority Group (Numerical Data)

Full-time Staff		
Race / Ethnicity	Fall 2022	Fall 2023
Hispanic/Latino	28	31
American Indian or Alaska Native	8	9
Asian American or Pacific Islander	13	14
Black or African American	161	179
Two or more races	0	0
Other Ethnicity	38	28
Total	248	261

Recently-Hired Minority Faculty and Staff

We experienced a decrease in the number of recently-hired minority faculty and staff who began working at A-State during the reporting period (from 60 in 2023-2024 from 64 in 2022-2023) beginning July 1, 2023.

Table 4. Recently-Hired Minority Faculty and Staff

<i>SEX</i>	<i>POSITION</i>	<i>RACE</i>	<i>EMPLOYMENT STATUS</i>	<i>#</i>
Male	Institutional Svcs Asst-AUX	American Indian/Alaska Native	full-time	1
Male	Head Coach	Asian	full-time	1
Male	Assistant Professor 9 mo	Asian	full-time	1
Female	Instructor 9 Mo	Asian	full-time	1
Female	Instructor--12 Mo	Asian	full-time	1
Male	Assistant Professor	Asian	full-time	1
Female	Instructor	Asian	full-time	1
Male	Instructor	Asian	full-time	1
Female	Childcare Technician	Black/African American	full-time	7
Male	Institutional Svcs Assistant	Black/African American	full-time	4
Male	Asst Coach	Black/African American	full-time	1
Female	Project Program Director	Black/African American	full-time	1
Female	Financial Aid Analyst NE	Black/African American	full-time	1
Male	Executive VC	Black/African American	full-time	1
Male	Administrative Specialist III	Black/African American	full-time	1
Male	Administrative Special II-AUX	Black/African American	full-time	1
Male	Childcare Technician	Black/African American	full-time	1
Female	Project Program Manager	Black/African American	full-time	2
Male	Instructor	Black/African American	full-time	1
Female	Institutional Svcs Supervisor	Black/African American	full-time	1
Male	Systems Analyst	Black/African American	full-time	1
Male	Academic Counselor	Black/African American	full-time	1
Male	HE Public Safety Supervisor	Black/African American	full-time	1
Female	Institutional Svcs Assistant	Black/African American	full-time	1
Female	Institutional Svcs Asst-AUX	Black/African American	full-time	1
Male	Assistant Professor	Black/African American	full-time	1
Female	Part-time Faculty	Black/African American	part-time	8
Male	Instructor--12 Mo	Black/African American	full-time	1
Female	Assistant Professor	Black/African American	full-time	3
Male	Student Development Specialist	Hispanic/Latino	full-time	1
Female	Part-time Faculty	Hispanic/Latino	part-time	1
Female	Assistant Professor	Hispanic/Latino	full-time	1
Male	Skilled Trades Foreman	Hispanic/Latino	full-time	1
Male	Part-time Faculty	Hispanic/Latino	part-time	4
Male	Skilled Tradesman	Hispanic/Latino	full-time	1
Female	Records Management Analyst	Hispanic/Latino	full-time	1
Female	Institutional Svcs Assistant	Hispanic/Latino	full-time	1



Female	Project Program Specialist	Hispanic/Latino	full-time	1
Total				60



New Strategies, Activities, and Benchmarks

We initiated the following strategies and activities during the reporting period to support the achievement of our diversity and inclusion goals.

1. Conducted a workshop in the fall with EAB consultant with members of the colleges' diversity committees and the Shared Governance Affirmative Action and Diversity committee focused "DEIJ Metrics Selection: Elevating the right metrics to measure impact of institutional DEIJ plans".
2. We hosted "A-State Connection" for students from underrepresented groups who will be attending A-State as first-year students in the Fall 2025. This program serves as an opportunity to get the students to campus to give them an overview of the resources available and connect them with those resources.
3. The Diversity and Affirmative Action Committee provided a template to all college deans as a guide for each college to develop their individual diversity plans in 2022-2023. Each college completed plan was submitted to an outside consultant for review in Spring 2024.
4. Three workshops were presented in the spring to junior faculty from underrepresented groups to engage them in advancing to associate professor or/and tenure. The workshops were titled, 1. Unlocking Bold Leadership, 2. Learning to lead with grace, and 3. Don't do this! Do that!; A brief journey through best and worst practices from pre-tenure to tenure.
5. Grant funding for a pilot program ended. The two-year funded "Diversifying Our Curing Community" (DOCC) was created by the Dean of Sciences and Mathematics with financial support from the Division of Diversity, Inclusion and Community Engagement later funded by a grant from the Blue & You Foundation for a Healthier Arkansas for approximately \$128,000 annually for two years. The program focus is to recruit students from underrepresented populations who desire to become medical doctors to the campus for a two-week program prior to the start of fall classes. The students receive a stipend for participating in the two-week program and for the fall semester. The program has had impressive results and third cohort entered in August 2023.
6. Continued a small grant program of providing financial support from the Office of Diversity to faculty and student organizations. Grants are available to faculty, staff, and students for activities and programming that advance campus diversity and inclusiveness and that meet one of the following six core diversity areas as identified Williams & Wade-Golden publication in 2007;



- Build new institutional diversity infrastructure
- Enhance structural diversity, equity, and success
- Inform the search process
- Cultivate diversity awareness, recognition, and appreciation
- Interface with institutional accountability systems
- Infuse diversity into curriculum

Benchmark: The Office of Diversity has awarded/provided more than \$72,000 in grants, programming, community engagement, and services to faculty and students this past year to support diversity and inclusion on the A-State campus. Most of the grant requests have fallen in the categories of *diversity awareness, recognition, and appreciation*. The Arkansas Louis Stokes Alliance for Minority Participation (ARK-LSAMP) has been on the A-State campus since the grant's inception in 2008. The program recruits and retain students from underrepresented groups to major in STEM majors. A-State receives \$60,000 - \$80,000 annually for the program with approximately \$25,900 allocated for student stipends. Additional funds are received annually from the Baum Account in the A-State Foundation to supplement funding for the Multicultural Center (approximately \$20,000). Funding from student activity fees vary each year depending on the enrollment. From those fees, approximately \$12,000 was received in 2023 - 2024 school year to assist with the Multicultural Center and non-traditional programming.

7. Continued actively recruiting faculty and students from diverse backgrounds through participation in conferences, high school visitation and formal networks. Currently, faculty or staff members have memberships in and/or attended conferences in several associations that promote diversity and inclusion such as the National Association of Diversity Officers in Higher Education, American Association of Blacks in Higher Education, and the Arkansas Counseling Association (ArCA). Faculty members were granted funds to attend professional conferences at which they were presenters. As a result, A-State has been able to successfully establish informal networks with various Diversity, Equity, and Inclusion (DEI) directors from across the country to learn more about practices that are working in the DEI area. This also serves as a means to learn of potential faculty candidates for possibly recruiting. Participation in the ArCA conference provide opportunities to form networks with counselors which aids in our effort to increase recruitment of students from underrepresented groups in Arkansas.

8. Continued providing mentoring for faculty leading to tenure and promotion opportunities. The Division of Diversity paid the tuition for one instructor to complete their dissertation and one staff member as part of a “grow your own” philosophy. Unfortunately, both left the institution at the end of the spring semester.
9. The fifth diversity conference was hosted by NYIT and ST Bernards in June 2024. A-State has been a sponsor in prior years and provided registration for A-State faculty and staff members to attend through Foundation funds. A-State was not a sponsor for the 2024 conference held in June 2024.
10. For the sixth consecutive year, A-State received the Higher Education Excellence in Diversity (HEED) award from “Insight Into Diversity” recognizing A-State’s efforts in diversity and inclusion. A-State is the only institution in Arkansas to have received the recognition.
11. The Diversifying Our Curing Community (DOCC) program was recognized by the publication *Insight Into Diversity* as a 2023 Inspiring Program in STEM. The A-State Alumni Association was recognized by the same group with the 2024 Alumni Association Inclusive Excellence Award, a national recognition of institutions with an outstanding commitment to diversity and inclusion in alumni services.
12. The Thompson Minority Scholarship is used to recruit and retain students from underrepresented populations. During the reporting period, none were issued.
13. The number of scholarships awarded by the Strong-Turner Alumni Chapter (S-TAC) of the A-State Alumni Association currently awards approximately 9 scholarships annually. The various scholarships awarded under the umbrella of S-TAC have a combined endowment level in excess of \$793,000.
14. In the area of recruitment of faculty and staff through Human Resources, all of our jobs are posted to several sites to reach a diverse audience.
 - Higher Ed
 - Inside Higher Ed
 - Insight Into Diversity
 - Jonesboro Jobs
 - Options to post in the following, if requested by the department
 - Indeed
 - The Chronicle of Higher Ed
 - Goodwill
 - Academic Diversity Search Inc.
 - Academic Keys



Tools for Monitoring Progress

The Office of Diversity had a fiscal year 2023-2024 budget of slightly over \$118,000 for diversity programming and initiatives, including supporting multicultural student initiatives and supplementing critical faculty/staff salaries as appropriate to enhance the chance of diversity hire. We continue to utilize the following methods to evaluate our performance towards achievement of diversity goals:

- Every three years, conduct a diversity climate survey to gauge perceptions of campus environment. Surveys were conducted in 2013, 2016, and 2019-2020. The most recent survey was conducted Spring 2020. The next one was to have been in 2023-2024 with a revamped survey. Due to the expense of an outside survey, plans were made to partner with CUNY as a participant in their research distributing surveys in the Spring 2024. Due to their lack of compliance with needed information at our request, it did not occur. With the federal government forthcoming guidelines on campus climate surveys, we are working with a consultant group to prepare an in-house instrument for use in 2024-2025 term.
- On an annual basis, monitor employment data for year-to-year comparisons. Data includes the race, sex, and ethnicity of individuals who were hired.
- Use the annual Diversity Excellence Awards to incentivize and reward diversity research, pedagogy, and advocacy.
- Review student enrollment data along with faculty and staff employment data on an annual basis.



Appendix A – Number and Position Title of Current Minority Faculty and Staff. This number increased by 6 percent, from 337 in 2022-2023 to 357 in 2023-2024.

<i>Number and position title of current minority faculty and staff</i>		
POSITION	RACE	NUMBER
ASU Head Football Coach	American Indian/Alaska Native	1
Administrative Specialist II	American Indian/Alaska Native	1
Assistant Professor	American Indian/Alaska Native	2
Associate Professor	American Indian/Alaska Native	1
Computer Support Specialist	American Indian/Alaska Native	2
Fiscal Support Supervisor	American Indian/Alaska Native	1
Institutional Svcs Assistant	American Indian/Alaska Native	1
Institutional Svcs Asst-AUX	American Indian/Alaska Native	1
Instructor	American Indian/Alaska Native	2
Librarian	American Indian/Alaska Native	1
Project Program Specialist	American Indian/Alaska Native	1
Total	American Indian/Alaska Native	14
Academic Counselor	Asian	1
Assistant Dean of Students NE	Asian	1
Assistant Professor	Asian	4
Assistant Professor 9 mo	Asian	1
Assoc VC	Asian	1
Associate Dean of Schools	Asian	1
Associate Professor	Asian	14
Associate Professor 9 Mo	Asian	1
Asst Football Coach	Asian	1
Childcare Technician	Asian	1
Dean of Engineering	Asian	1
Department Chairperson	Asian	1
Development Advncmnt Specialst	Asian	1
Head Coach	Asian	1
Information Technology Manager	Asian	1
Institutional Svcs Assistant	Asian	1
Instructor	Asian	8
Instructor 9 Mo	Asian	1
Instructor--12 Mo	Asian	2
Part-time Faculty	Asian	2
Professor	Asian	11



Professor-COB	Asian	2
Project Program Director ABI	Asian	1
Project Program Specialist	Asian	1
Research Analyst	Asian	1
Research Assoc Professor--ABI	Asian	1
Research Professor--ABI	Asian	1
Total	Asian	63
ASU Asst Head Football Coach	Black/African American	1
Academic Advisor	Black/African American	6
Academic Counselor	Black/African American	2
Administrative Analyst	Black/African American	1
Administrative Assistant	Black/African American	1
Administrative Special II-AUX	Black/African American	1
Administrative Special III- AUX	Black/African American	1
Administrative Specialist II	Black/African American	5
Administrative Specialist III	Black/African American	8
Assistant Dean of Students	Black/African American	1
Assistant Professor	Black/African American	13
Assistant Professor 12 Mo	Black/African American	1
Assistant Professor 9Mo	Black/African American	1
Assistant Professor-- 12 Mo	Black/African American	1
Assistant Professor--12 Mo	Black/African American	1
Assistant Registrar	Black/African American	1
Assoc Dean of Stdnt Affairs	Black/African American	1
Associate Professor	Black/African American	3
Associate Professor--12 Mo	Black/African American	1
Asst Coach	Black/African American	6
Asst Dir Admissions	Black/African American	1
Asst Football Coach	Black/African American	2
Call Center Specialist	Black/African American	1
Childcare Technician	Black/African American	19
Computer Support Analyst	Black/African American	1
Computer Support Specialist	Black/African American	2
Computer Support Technician	Black/African American	1
Counselor	Black/African American	2
Dean of Schools	Black/African American	2
Department Chairperson	Black/African American	2
Development Advncmnt Specialst	Black/African American	1



Director Academic Advising	Black/African American	1
Education Program Coordinator	Black/African American	1
Executive VC	Black/African American	1
Financial Aid Analyst NE	Black/African American	1
Fiscal Support Analyst	Black/African American	1
Fiscal Support Analyst NE	Black/African American	1
Fiscal Support Supervisor NE	Black/African American	1
HE Public Safety Supervisor	Black/African American	1
HEI Program Coordinator NE	Black/African American	4
HEI Program Coordinator--NE	Black/African American	1
Head Coach	Black/African American	1
Institutional Svcs Assistant	Black/African American	14
Institutional Svcs Asst-AUX	Black/African American	1
Institutional Svcs Supervisor	Black/African American	2
Institutional Svcs Supv- AUX	Black/African American	1
Instructional Designer	Black/African American	1
Instructor	Black/African American	5
Instructor 9 Mo	Black/African American	1
Instructor--12 Mo	Black/African American	3
Librarian	Black/African American	1
Library Technician NE	Black/African American	1
Maintenance Specialist	Black/African American	1
Part-time Faculty	Black/African American	15
Payroll Services Specialist	Black/African American	1
Pest Control Tech	Black/African American	1
Professor	Black/African American	3
Project Program Dir	Black/African American	2
Project Program Director	Black/African American	7
Project Program Manager	Black/African American	31
Project Program Specialist	Black/African American	11
Public Safety Officer	Black/African American	1
Radio News Director	Black/African American	1
Records Management Analyst	Black/African American	1
Research Assistant	Black/African American	1
Skilled Trades Supervisor	Black/African American	2
Skilled Tradesman	Black/African American	3
Special Events Manager	Black/African American	1
Student Development Specialist	Black/African American	6



Student Development Specil--NE	Black/African American	2
Systems Analyst	Black/African American	1
Vice-Chancellor	Black/African American	1
Total	Black/African American	226
ASU Director of Housekeeping	Hispanic/Latino	1
Academic Advisor	Hispanic/Latino	1
Administrative Analyst	Hispanic/Latino	1
Administrative Special II- AUX	Hispanic/Latino	1
Administrative Specialist III	Hispanic/Latino	2
Assistant Professor	Hispanic/Latino	6
Assistant Professor 9 Mo	Hispanic/Latino	1
Assistant Registrar	Hispanic/Latino	1
Associate Professor	Hispanic/Latino	1
Associate Professor-COB	Hispanic/Latino	1
Asst Dean of Stdnt	Hispanic/Latino	1
Department Chairperson	Hispanic/Latino	2
Development Advncmnt Specialst	Hispanic/Latino	1
HEI Program Coordinator NE	Hispanic/Latino	2
Institutional Svcs Assistant	Hispanic/Latino	1
Institutional Svcs Asst-AUX	Hispanic/Latino	3
Instructor	Hispanic/Latino	2
Part-time Faculty	Hispanic/Latino	6
Professor	Hispanic/Latino	3
Project Program Manager	Hispanic/Latino	2
Project Program Specialist	Hispanic/Latino	3
Records Management Analyst	Hispanic/Latino	2
Research Assistant	Hispanic/Latino	2
Research Associate ABI	Hispanic/Latino	1
Skilled Trades Foreman	Hispanic/Latino	1
Skilled Tradesman	Hispanic/Latino	1
Student Development Specialist	Hispanic/Latino	1
Systems Analyst	Hispanic/Latino	1
Trainer	Hispanic/Latino	1
Vice-President	Hispanic/Latino	1
Total	Hispanic/Latino	53
Assistant Professor	Native Hawaiian/Pacific Islander	1
Total	Native Hawaiian/Pacific Islander	1
Grand Total		357





ARKANSAS STATE
UNIVERSITY

ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT

2023-2024



Annual Minority Recruitment and Retention Report

2023-2024

- Number of minority students who are currently attending the institution:

Declared Ethnicity	Number
Two or More Races	34
Asian or Pacific Islander	13
Black/African American	14
Hispanic or Latino	48
American Indian/Alaskan Native	29
Native Hawaiian or Pacific Islander	6
Total	144

- Number and position title of minority faculty and staff who currently work for the institution:

Declared Ethnicity	Number
Faculty/Adjunct	
Not Disclosed	3
Two or More Races	2
Asian	0
American Indian/Alaskan Native	1
Black/African American	0
Staff	
Not Disclosed	4
Two or More Races	0
Asian	1
American Indian/Alaskan Native	2
Black/African American	1
Total	14

- **Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority faculty, staff, and students.**

The goals and objectives of the diversity plan are adhered to and completed as appropriate to the student, faculty, and staff populations.

GOAL 1:

TO PROVIDE MINORITY STUDENTS WITH OPPORTUNITIES TO ACCESS EDUCATIONAL OPPORTUNITIES AND KNOWLEDGE

ASUMH provides continuing education, extracurricular experiences, and representation for minorities. The objectives for this goal have been met through various aspects of the current curriculum such as assigned readings in literature and history classes and participation in Black History Month and Women's History Month activities, as well as other experiential learning opportunities.

Black History Month and Women's History Month incorporate celebrations of the idea of diversity. Many events held on campus support the mission of the university. Additionally, programs and grants are in place to target specific minority populations.

The objectives for this goal have also been met through ASUMH's early alert program, Schliemann Tutoring Center, career counseling through Title III, academic advising by faculty members, and financial aid and scholarships. Information on each of these services is provided by Student Services through email and campus signage. Additionally, the availability of academic services and financial aid is listed on the ASUMH website. Division chairs provide oversight of faculty implementation of the early alert program. Diversity is of great importance to ASUMH.

ASUMH encourages the entire campus community to practice diversity, equity, and inclusion [DEI] in academic and student-life events, provides all students, including minority students, with robust educational opportunities that integrate DEI into the offerings, actively recruits additional minority faculty, staff, and students, and furnishes students, faculty, and staff (the campus community) with opportunities to develop multi-cultural awareness in preparing them for the workforce and the world.

The Mission Statement of ASUMH identifies diversity as one of the aspects of the educational experience.

The Mission of ASUMH is to LEAD through educational opportunities.

Lifelong Learning,
Enhanced Quality of Life,
Academic Accessibility, and
Diverse Experiences

GOAL 2:

TO RECRUIT ADDITIONAL MINORITY STUDENTS

In 2011-2012, the minority student population was 136 students. The unduplicated headcount for the 2011-2012 academic year was 2177, so minority students comprised 6%. While the minority student population increased, so did the unduplicated headcount. Data for the past three years show that the minority student population increases each year.

In 2012-2013, the minority student population was 145 students. The unduplicated headcount for the same academic year was 2113. Therefore, minority students comprised approximately 7% of the total student population. While the minority student population increased, the unduplicated headcount for the entire institution dropped. Data for the past three years indicates the minority student population continues to increase annually.

In 2014-2015, the minority student population increased to 202 students. The unduplicated head count for the year was 2160 for a total minority student population of 9.4%.

In 2015-2016, the minority student population decreased to 176 students, but remained over the previous 5-year average. The unduplicated head count for the year declined over the 2014-2015 academic year, which resulted in a total minority student population of 8.8%.

In 2016-2017, the minority student population increased to 183 students. This is a 4% increase in the minority student population at ASUMH from the previous fiscal year.

In 2017-2018, the minority student population increased to 223 students.

In 2018-2019, the minority student population decreased by 4 students to 219 students.

In 2019-2020, the minority student population increased to 271 students.

In 2020-2021, the minority student population increased to 285 students.

In 2021-2022, following an overall decrease in enrollment, the number of minority student population decreased to 219.

In 2022-2023, continuing an overall decrease in enrollment, the number of minority student population decreased to 147.

In 2023-2024, the number of minority student population decreased to 144.

GOAL 3:

TO PROVIDE STUDENTS, FACULTY, STAFF (CAMPUS COMMUNITY) WITH OPPORTUNITIES TO DEVELOP CULTURAL AWARENESS AND OPPORTUNITIES

ASUMH offers a rich variety of activities that acknowledge and celebrate diversity. Held monthly throughout the academic year, these activities highlight people and historical events that encourage cultural awareness.

Ongoing events:

- **Dr. Martin Luther King, Jr. Observance**

In observance of Dr. Martin Luther King, Jr.'s birthday, ASUMH does not hold classes on the designated day each January.

- **Black History Month**

- **Women's History Month**

- **Other Services**

Financial aid programs, private scholarships, and other forms of financial assistance are readily available to minority populations through the office of Financial Aid. Support services are readily accessible through the Office of Student Services. Tutoring is coordinated by Student Services and is available in the student tutoring and computer lab. Assistance in other support areas is available by request. Because of the low student to faculty ratio, faculty members are available and accessible to mentor, advise, tutor, and assist students on an individual basis. Free discussion of multicultural issues is encouraged among the faculty, staff, and students on the campus.

GOAL 4:

TO RECRUIT MINORITY FACULTY AND STAFF TO BECOME MORE ATTRACTIVE TO THE MINORITY POPULATIONS

ASUMH posts all employment opportunities on the institution's web site. Additionally, faculty positions are listed in the *Arkansas Democrat-Gazette* and the *Chronicle of Higher Education*.

GOAL 5:

TO ESTABLISH AND ENCOURAGE A COMMITMENT TO DIVERSITY FOR THE ENTIRE ACADEMIC COMMUNITY

ASUMH's diversity plan establishes and encourages a clear commitment to the value of diversity. The college honors Martin Luther King, Jr. Day by dismissing classes. Further, diversity issues have been brought to the forefront through the selection of various campus speakers. These activities, in addition to other more indirect activities, have brought forth the value of diversity and have promoted thought and encouraged tolerance for minority populations. The faculty and staff handbooks address minority issues.

At the beginning of each academic year, the Public Relations and Special Events Committee meets to discuss upcoming events and looks for ways to incorporate diversity. The Fran Coulter Honors Program is in charge of the monthly forums (referred to as Listen @ Lunch) that are produced to showcase diversity.

Additionally, ASUMH recently created a shared governance document in which recruitment of minority faculty, staff, and students is a part of planning on the ASUMH campus.

The administration of ASUMH believes that minority and diversity issues must be addressed to create a better understanding of the world outside of the one and a half-county service area. As the world moves toward a more mobile and global society, it is the duty of the university to educate non-minority students about issues facing a diverse population and to encourage tolerance and understanding. ASUMH does not take lightly its role to value, aid, and openly accept minority students, faculty, and staff who are part of the campus community. ASUMH continually monitors progress towards meeting diversity goals.





ARKANSAS STATE UNIVERSITY MID-SOUTH

MINORITY RECRUITMENT and RETENTION REPORT

2023-2024

For more information, contact:

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Student Statistics

Arkansas State University Mid-South has a diverse student population with the majority of students identifying as Black (non-Hispanic). For Fall 2023, the total number of students based on the official enrollment date was 1021, which was comprised of 865 minority students (65.9%). This is an increase from 65.0% in Fall 2022.

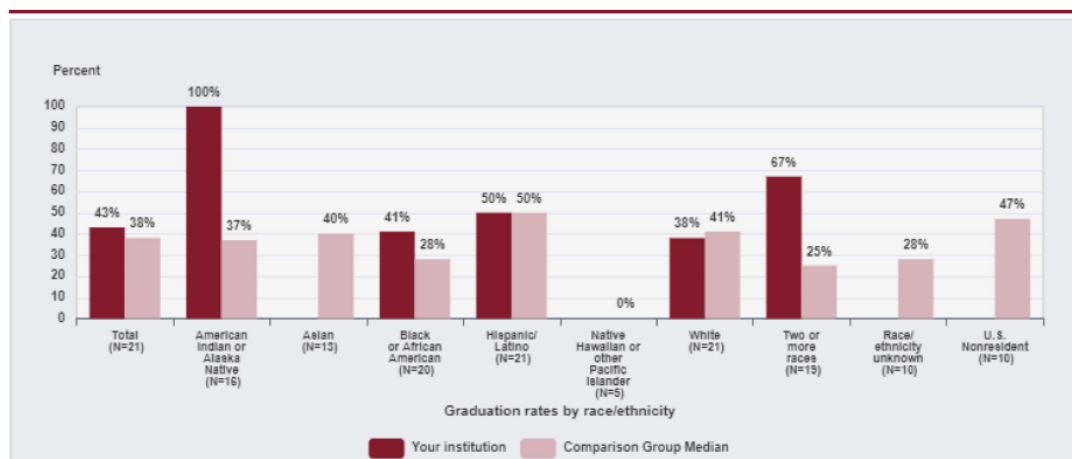
Ethnicity	Male	Female	Percentage
Asian/Pacific Island	1	1	.2%
Black (non-Hispanic)	200	376	56.4%
Native Hawaiian	1	0	.1%
Hispanic	22	19	4%
American Indian/Alaskan Native	4	6	1%
White (non-Hispanic)	205	134	33.2%
Non-resident Alien	3	6	.9%
More than one ethnicity	15	15	2.9%

Retention

For the Fall 2023-24 academic year, not excluding those who received a degree or certificate, the Fall to Fall retention rate for minority students was 43% while the retention rate for non-minority students was also 43%.

The chart below for the most recent IPEDS data feedback report shows that ASU Mid-South had a higher graduation rate for 2019 cohort minority students than non-minority students and far exceeded the comparison group average.

Figure 16. Graduation rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by race/ethnicity: 2019 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%, N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

Employee Statistics

ASU Mid-South Minority Employees by Employment Categories (IPEDS Fall 2023)

Title	Asian	Black	Hispanic	Native Hawaiian	American Indian/Alaskan Native
Full-Time Staff	3	28	1	0	0
Part-Time Staff	1	22	1	0	0
Full-time faculty	2	7	0	0	1
Adjunct faculty	1	7	0	0	0
Totals	7	64	2	0	1

Strategic Initiatives for Recruitment and Retention of Students

ASU Mid-South student recruitment and retention efforts have included initiatives from various departments on campus, including a number of state- and federally-funded grant programs that target traditionally underserved student populations, as well as a dedicated student recruiter. The institution also makes a concerted effort to ensure all marketing materials, both in-print and on-line, represent the core significance we place on diversity, so our prospective and current students can see images of success that reflect their specific background or student status.

In the Greyhound Athletic department, recruitment and retention is a priority to foster team-building, success in athletics, and most of all, successful completion of a degree to ultimately transfer to a four-year institution on a basketball scholarship. Both teams achieved a high level of success on and off the court, with our student athletes performing better than our general student population, based on average team grade point average. The basketball programs have also been extremely successful at graduating and transferring players to four-year institutions.

In support of access for minority students, ASU Mid-South hosts a TRiO Educational Opportunity Center (EOC). The department's objective is to enroll 1000 low-income, first generation participants in the EOC project each year. Fifty percent of the participants are expected to enroll in college each year, fifty-five percent need to apply for financial aid, and sixty percent must be admitted to a college or technical training program. The EOC team is very involved in campus activities that lead to both recruitment and retention of students. They collaborated with other departments on campus to sponsor off-campus trips to local cultural centers and theatres. EOC also facilitated a workshop series with East Central Arkansas Community Correction Center (a rehabilitation facility for women) with a focus on self-esteem, career planning, and resume writing. EOC's work has also supported participants of The Collective, a non-profit organization focused on upward social mobility. EOC regularly facilitates workshops on admissions and financial aid programs for ASU Mid-South's Adult Education program and attends college and career fairs at local high schools and other community organizations in their designated service area.

In support of the retention of minority students, ASU Mid-South hosts a TRiO Student Support Services (SSS) program, whose funding is provided by the U.S. Department of Education. The program is designed to assist participants by enhancing their academic skills; increase participant retention and graduation rates; and assist participants transferring to a four-year institution. Services offered include academic, career, cultural, financial literacy, transfer and personal coaching/workshops/trips. In the 2023-2024 academic year, SSS recorded thousands of direct contacts with their participants and sponsored dozens of events, both on- and off-campus, fostering both student and program success. SSS has goals that focus on improving student support services to traditionally under-prepared and under-served student populations that lead to the retention of these students through goal completion.

ASU Mid-South is also the recipient of a competitive Title III Predominantly Black Institutions (PBI) grant, whose purpose is:

to strengthen eligible institutions to plan, develop, undertake and implement programs to enhance the institutions capacity to serve more low- and middle-income Black American students; to expand higher education opportunities for eligible students by encouraging college preparation and student persistence in secondary school and postsecondary education; and to strengthen the financial ability of the institution to serve the academic needs of these students.

Aspects of the PBI grant include success coaching, which focuses on students who are in academic distress; first-year experience for students, including College Success and Strategies for Success; male mentoring, which includes our Brother-2-Brother program and our annual Men of Color conference; and academic enhancements, including expansion of our Aviation Maintenance program and the elimination of developmental coursework for students.

New Strategies and Objectives for 2023-24

The college completed the 2022-2025 Strategic Plan in the summer of 2022. Preparation for the new plan included surveys of faculty, staff, students, and employer partners as well as a thorough internal process to evaluate the state of the institution and establish strategic priorities. In keeping with institutional values, this process was inclusive and oriented towards identifying sustainable solutions that reflect the needs and diversity of our service area. The steps of the Strategic Planning process are shown below.

- **Assess:** Gather and review data (present through Spring-Fall 2021)
- **Design:** Establish core plan components (Fall 2021)
- **Build:** Craft details of each plan component (Spring 2022)
- **Manage:** Introduce and market final plan to campus, begin implementation and create mechanisms for assessment (Summer-Fall 2022)

The following Strategic Objectives were developed that include specific goals from various departments related to minority recruitment and retention efforts:

Objective IIB: We will promote co-curricular educational activities that strengthen the relationship between instruction, student support, and community engagement.
Objective IIC: We will provide campus life opportunities, student services, and educational experiences that reflect the diverse backgrounds, experiences, and needs of our community.
Objective IID: We will sustain and enhance effective practices in admissions, advising, and career services to support each step of a student's journey.
Objective IIIB: We will serve the community through lifelong learning, civic engagement, and opportunities to enhance cultural and global awareness.
Objective IVA: We will develop a culture of engagement that encourages employee participation in activities that promote and support our college and community.
Objective IVB: We will offer quality professional development to support a high level of performance and cultural competence for all employees.
Objective IVC: We will retain employees by promoting a positive work culture with an emphasis on open communication and transparency.
Objective IVD: We will recruit employees by strategically promoting our college to attract a diverse population reflective of our campus and community.

For the 2023-24 Academic year the following Operational goals were identified by campus departments in service with minority recruitment and retention efforts. They are included below with their associated department and completion or most recent status update.

Provide an annual Diversity, Equity and Inclusion training opportunity.	Finance Lead Team	In progress
Complete Complete College America's HBCC/PBCC Executive Leadership	Vice Chancellor for Student Affairs	5/31/2024

Academy		
Define targeted positions that would benefit from additional promotion or recruiting.	Finance Lead Team	In progress
Increase the advertising budget in HR to advertise for those targeted faculty or staff positions.	Finance Lead Team	In progress
Formalize a hiring process for hiring managers and supervisors to ensure equitable hiring practices.	Finance Lead Team	In progress
Review the annual ASUSYS report (based on November 1st date) to compare year-over-year data on employee diversity.	Finance Lead Team	In progress
At least 85% of participants in the Year 3 Men of Color Conference (STEM focus) pilots will express satisfaction with the conference	Stephanie Krehl (PBI)	5/1/2024
Provide SSS participants with at least four workshops, seminars, or resources that promote lifelong learning skills, such as critical thinking, problem-solving, and information literacy (financial, career, academic, cultural), to empower them for ongoing personal and professional development.	Angie Wilson (SSS)	8/1/2024
Increase student participation in co-curricular activities by 2% within the academic year through targeted marketing campaigns, outreach efforts, program development, and departmental collaboration.	Angie Wilson SSS/Student Life)	8/1/24
Facilitate collaboration between student life departments, academic departments, and student support services to structure at least 4 integrated co-curricular programs and activities that will complement and enhance the overall student experience.	Angie Wilson SSS/Student Life)	8/1/24
Average monthly utilization in the Greyhound Food Pantry will exceed 400 duplicated visits.	Vice Chancellor for Student Affairs	5/31/24
At least 15 student support staff and faculty will complete training on success coaching strategies for high-risk STEM students.	Bridget Stewart (PBI)	2/1/24
The Crittenden County Promise scholarship has requirements that have students participate in events on the campus. The goal is to have at least 50% of these students attend a student	Crystal Burger	5/1/24

activity during the academic year.		
At least 120 students (min 50% Black/African American) will have participated in redesigned success coaching.	April Holland (PBI)	8/1/24
The graduation and documented transfer rate for student athletes completing competition the previous academic year will be equal to or greater than the institution's current IPEDS rate.	Athletics	12/31/23
The average semester GPA for all student athletes will exceed a 3.0 each fall and spring semester.	Athletics	12/31/23 and 5/31/24

The college recently completed a new PBI grant application that will focus on improving existing retention efforts and expanding access to the high-demand Aviation Maintenance program. A significant data element here is that African-Americans are currently underrepresented in this program compared to the overall student population. Efforts in this grant to expand and improve the program are partially driven by the need to expand accessibility for what is a high-skill, high wage, and high demand field.

Finally, ASU Mid-South is in the process of revising the Enrollment Management Plan for the next three years. The plan sets realistic goals for improving outreach. The current challenges presented by the pandemic are an especially appropriate time to address the evolving needs of our community. The core objectives of the Enrollment Management Plan currently under revision are shown below.

Recruiting and Outreach

Arkansas State University Mid-South's recruiting and outreach goals include increasing the enrollment of traditional students, non-traditional students, and concurrent students by 1% through focusing recruiting and outreach efforts in Crittenden (AR), Poinsett (AR), Shelby (TN), Desoto (MS), and other surrounding Arkansas counties. The following recruitment strategies (tactics) have been identified to support achievement of these goals:

- Communicate with prospective students through personal interactions, email, phone, letters, postcards, social media, etc. Automated emails will be sent to prospective students who request additional information. These automated emails will supplement responses by program faculty and staff familiar with the specific academic program.
- Execute a series of coordinated communications to be sent to prospects and applicants. (See attached calendar)

- Host a Greyhound Day (preview day/open house) each semester to allow prospective students an opportunity to visit the College and meet with counselors, faculty, financial aid, etc.
- Utilize student ambassadors to aid in recruiting students to ASU Mid-South. Ambassadors will attend events, conduct tours, and make connections with prospective students.
- Develop an ASU Mid-South application for cell phones to increase awareness of registration periods, important deadlines, and College events.
- Assist students and their families with completing financial aid information including the Free Application for Federal Student Aid (FAFSA), institutional and Foundation scholarship applications, and the YOUiversal Scholarship application.
- Promote registration periods, short/flex-terms, and specialized programs (on-line degree programs) to the College's traditional service area through the use of various media including flyers, emails, radio, television, social media, and direct mailing, etc.
- Host a Counselor's Brunch in the spring to share information about ASU Mid-South with counselors and community leaders.
- Review recruiting materials and planned communications to prospective and currently-enrolled students annually to improve messaging and efficiency.
- Collect and analyze data from recruitment events, both on- and off-campus, to determine the value of recruitment activities, compared to resources available.

Retention and Persistence

Retention and Persistence Objectives are 1.) Increase semester-to-semester Retention Rate by 0.5% per year of a rolling 3 year average of first-time, degree seeking students; and 2.) Increase the year-to-year persistence rate by 1.0% per year of a rolling 3 year average of first-time, degree-seeking students. Strategies listed in each objective demonstrate the action items to increase retention and persistence at ASU Mid-South.

Objective 1: *Improve the Effectiveness of Advising*

Addresses ASU Mid-South Strategic Priority 2: Success through Effectiveness & Strategic Priority 3: Professional Growth and Employee Engagement

Strategies

- Encourage students to advocate for their own educational and career goals.
 - Utilize the Advising Syllabus
 - Develop easy to read, single page Degree Checklists accessible on the webpage

- Create automated communications to assist students through goal completion
- Encourage students to meet with their faculty advisor twice each semester
- Revise the Intent to Graduate form to capture multiple credentials for students completing more than one program of study
- Create an Advisor Training and Development Program.
 - Continue Advising Workshops
 - Create Advising Manual in interactive, modular form
 - Set clear expectations for Advising and create processes to track meeting those expectations
 - Develop an advising recognition program
- Implement a process for more efficient communications of advisee/advisor list to students and advisors
 - Create a simplified way to assign students to advisors
 - Assign students to a faculty advisor from the time they begin
 - Communicate advising assignments at beginning of semester
 - Assign an email address for advising questions

Objective 2: *Improve Student Engagement*

Addresses ASU Mid-South Strategic Priority 2: Success through Effectiveness & Strategic Priority 3: Professional Growth and Employee Engagement

Strategies

- Improve engagement in the classroom
 - Establish a repository of “best practices” related to student engagement in the classroom (from our faculty)
 - Encourage participation in “Best Practices” professional development opportunities each semester
 - Develop a faculty/staff orientation designed for those who are teaching concurrent students to increase awareness of theory and best practices for classroom interactions
 - Design training for faculty about student conduct policy and adoption of best practices for classroom management related to student conduct
- Encourage student participation in campus activities
 - Review and encourage more meaningful participation in student organizations and clubs
 - Provide 2-3 student activities per month to help connect students to campus
 - Create a centralized student activity calendar accessible on ASU Mid-South’s website
 - Use CCSSE results to design purposeful strategies toward areas of “identified” low engagement

- Increase participation in First Year Experience components carefully designed to help students connect from the beginning of their time on campus.
 - Develop a robust on-line Freshman New Student Orientation (FNSO)
 - Encourage participation in FNSO and move toward making it mandatory
 - Publicize FYE Summer Term (Summer Bridge) as an opportunity for students to get College Success Credit and FNSO in 2 weeks during summer without charge
 - Increase the number of students who take College Success during their first semester on campus

Objective 3: *Improve the Effectiveness of Support Services*

Addresses ASU Mid-South Strategic Priority 1: Accessible and Affordable Education & Strategic Priority 2: Success through Effectiveness

Strategies

- Assess and expand the early alert system.
 - Encourage advisor involvement through creation adoption of Starfish.
 - Track most common reasons for Early Alerts and look for ways to proactively address these issues
- Review retention practices of auxiliary programs.
 - Discover data-supported best retention practices in auxiliary programs
 - Share results across campus
 - Look for ways to duplicate those practices
- Increase the Academic Support for online students.
 - Improve online tutoring services through the Tutor Me service.
 - Create a mechanism for online advising
 - Examine other campus services to make sure that they are available to online students (financial aid, finance office, admissions, etc.)

Objective 4: *Review and Revise Student Policies and Procedures, as needed, for Effectiveness*

Addresses ASU Mid-South Strategic Priority 2: Success through Effectiveness

Strategies

- Revisit student payment plan options.
 - Survey students about understanding of payment plan options and satisfaction of payment plan options
 - Develop a non-payment / no-show student survey to discover the issues that keep our students from paying and attending registered courses.
 - Provide detailed information online about payment plan options

- Work with finance office to create clear guidelines on payment plan options
- Assess and revise the academic probation and suspension policy and procedures.
 - Rewrite probationary policy to help students circumvent academic suspension
 - Create study skills course to give students better tools for being successful in college
- Assess web-based information for financial aid / scholarships.
 - Rewrite or reformat scholarship information on web to be more accessible
 - Modify specific requirements that contribute to unused scholarships

Budget Information

Budgets for these initiatives are divided among various departments. FY 2024 Budgets that contribute to completing strategic and operational objectives related to the recruitment and retention of minority faculty, staff, and students include:

Athletics	\$516,000
Career Coaching	\$7,500
Counseling Services	\$8,365
Fitness Center	\$500
Learning Success Center	\$94,874
New Student Orientation	\$1,000
Student Marketing	\$29,000
Publicity and Information	\$514,811
Recreation:	\$27,601
Recruiting:	\$66,875
Student Activities:	\$36,812
Student Life	\$3,500
TRiO EOC Recruiting	\$13,520
TRiO SSS	\$19,517
Tutorial Services	\$151,803
<u>Total</u>	<u>\$1,305,817</u>

These budgets reflect both supplies and personnel costs.

Minority Recruitment and Retention Annual Report



**2023–2024
Academic Year**

Table of Contents

Minority Recruitment and Retention Annual Report.....	3
Summary of Act 1091	3
Annual Minority Recruitment and Retention Report Requirements	3
Institutional Mission, Vision and Core Values	3
Students.....	4
Number of Minority Students, by Minority Group, Who Currently Attend the Institution	5
Faculty and Staff	5
Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution	5
Title of Minority Employees	5
Number by Minority, by Minority Group, Full-Time Faculty Who Currently Work for the Institution	6
Number of Minority Adjunct Faculty Who Currently Work for the Institution	6
Number and Position Title of Minority Faculty and Staff Who Began Working at the Institution in the Past Year	6
Annual Progress Summary	6
Progress Made in Meeting Institutional Goals and Objectives Related to the Recruitment and Retention of Minority Faculty and Staff	6
Recruitment and Retention Goals	6
Progress Made in Meeting Institutional Goals and Objectives Related to the Recruitment and Retention of Minority Students	9
Recruitment and Retention Goals	9
Summary of Strategies	10
Indicators of Success	10

Minority Recruitment and Retention Annual Report

In accordance with [\(Act 1091\)](#), all state-supported colleges and universities are required to establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans are required to be prepared on a continuing basis for five-year periods.

Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information related to students, faculty, and staff within the institution. Copies of each institution's five-year plan and annual reports are to be filed by June 30 with the Arkansas Division of Higher Education.

The Minority Recruitment and Retention annual report should include at a minimum the following:

- Number of minority students, by minority group who currently attend the institution.
- Number and position title of minority faculty and staff who currently work for the institution.
- Number of minority, by minority group, full-time faculty who currently work for the institution.
- Number of minority adjunct faculty who currently work for the institution.
- Number and position title of minority faculty and staff who began working at the institution in the past year.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty and staff.
 - New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
 - Timeline, budget, and methods used to assess and monitor progress.

Institutional Vision, Mission and Core Values:

Vision

Empowering Individuals. Advancing Communities.

Mission

ASU-Newport will provide accessible, affordable, innovative learning opportunities that transform lives and strengthen the regional economy.

Values

ASUN's core values of belonging, compassion, diversity, innovation, and integrity shall drive our institutional priorities and goals.

In the ASUN 2022-2027 Flight Plan (Strategic Priorities), the mission was clearly delineated. “ASU-Newport will provide accessible, affordable, innovative learning opportunities that transform lives and strengthen the regional economy.” Our stated vision: “Empowering Individuals. Advancing Communities.” The values in our plan were listed as belonging, compassion, diversity, innovation, and integrity. The priorities of the Strategic Plan include:

- Student success – Develop and implement a holistic student life model that reduces barriers and engages students. Provide high-impact growth and development opportunities recognizing the diversity of students.
- Employee success – Embrace employee-centric processes and opportunities to enhance recruitment, job satisfaction, and retention. Foster a culture that supports diversity, equity and inclusion.
- Institutional excellence – Advance a culture of responsible stewardship that enhances effectiveness and efficiency. Utilize data-driven decision-making to strengthen operational systems and processes.
- Community engagement – Cultivate and strengthen partnerships that support the college mission and the common good. Serve and engage communities to promote social, economic, and cultural growth.

All departments work to align their plans and annual goals with these strategic priorities. We see our work interconnected as these goals guide all institutional policy and support any initiative developments.

Number of minority students, by minority group, who currently attend the institution.

(ACT 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans. This report includes categories consistent with IPEDS reporting. Underrepresented percentages (left of charts below) are consistent with ACT 1091 definition.)

Fall 2023 Student Enrollment			
Underrepresented Minority (as defined by ACT 1091) 25.4% Total Enrollment 1732	American Indian	8	0.5%
	Asian	14	0.8%
	African American/Black	314	18.1%
	Hawaiian	1	0.0%
	Hispanic	105	6.1%
	Two or More	45	2.6%
	U.S. Nonresident	7	0.4%
	Unknown	62	3.6%
	White	1176	67.9%

Source: Office for Institutional Research and Effectiveness, ASUN, May 2024

Spring 2024 Preliminary Student Data:			
Underrepresented Minority (as defined by ACT 1091) 25.3% Total Enrollment 1860	American Indian	11	0.6%
	Asian	20	1.1%
	African American/Black	328	17.6%
	Hawaiian	3	0.2%
	Hispanic	113	6.1%
	Two or More	61	3.3%
	U.S. Nonresident	23	1.2%
	Unknown	104	5.6%
	White	1197	64.3%

Source: Office for Institutional Research and Effectiveness, ASUN, May 2024

Number and position title of minority faculty and staff who currently work for the institution.

Employees by Race/Ethnicity (November 2023)			
Underrepresented Minority (as defined by ACT 1091) 9.2% Total Employees 250	Asian	1	0.4%
	Black	21	8.4%
	Hawaiian	1	0.4%
	Hispanic	0	0.0%
	Two or more	5	2.0%
	American Indian	1	0.4%
	White	221	88.4%
	Total	278	100%

Source: Office for Institutional Research and Effectiveness, ASUN, May 2024

Titles of Minority Employees
Academic Coordinator Assistant To The Chancellor Career Coach Chancellor Dean for Academic Success Dean for Admissions and College Engagement Dean for Community Outreach Dean for General Education Director Of Career Pathways Extra Help Full-Time Non-Class Prov Ex Institutional Services Assistant

Instructor of Automotive Services Technology
Instructor of Cosmetology/Esthetics
Part-Time Adjunct Hourly
Part-Time Extra Help Prov
Part-Time Non-Student Food Ser
Senior Instructor Of Nursing
TANF Career Coach

Source: Office for Institutional Research and Effectiveness, ASUN, May 2024

Number of minority full-time faculty and adjunct faculty, by minority group, who currently work for the institution.

Full-time Faculty Minority Counts:		Adjunct Faculty Minority Counts:	
Black	3	Black	3
Total	4	Total	4

Source: Office for Institutional Research and Effectiveness, ASUN, May 2024

Number and position title of minority faculty and staff who began working at the institution in the past year.

Minority Faculty and Staff Hired in 2023:	
Black	6
Hispanic	1
Two or more	1
Total	8

Source: Office for Institutional Research and Effectiveness, ASUN, May 2024

PROGRESS IN MEETING INSTITUTIONAL GOALS:

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

Recruitment and Retention of Faculty and Staff Goals:

- Goal 1: Ensure ASUN's commitment to diversity and inclusion is clear and transparent across all stakeholder groups.
- Goal 2: Create an inclusive culture that promotes the recruitment and retention of minority faculty and staff, while monitoring for areas of underrepresentation.
- Goal 3: Create consistent and responsive job descriptions and titles, advertising placement, and diversity programs to attract a diverse applicant pool.
- Goal 4: Create and employ assessment processes to ensure we are progressing in our commitment to diversity, equity, and inclusion.

Goal 1: Ensure ASUN's commitment to diversity and inclusion is clear and transparent across all stakeholder groups.

2023-2024 Strategies for Achieving the Goal:

- ASU-Newport has been named as one of seven institutions across the county to the Achieving The Dream (ATD) – Accelerating Equitable Outcomes cohort. This partnership will transform the institution's goals as the work will center on equity. The 9 members of the leadership team attended the kickoff and will begin this 3-year commitment effective July 1, 2024.
- The institution's Advancing Community Engagement (ACE) Council met monthly to review the institution's equity and inclusion goals, share any suggestions and concerns. The council is comprised of faculty and staff across all campuses to ensure broad representation in shared governance structures that guide campus initiatives and support communication across campus departments.
- Faculty and staff participated in a series of discussions through Campus Connections, and Diversity Week activities that promoted the institution's commitment to inclusion and a sense of belonging on campus.
- During the 2023-2024 academic year, ASUN hosted author, Dr. Cherisse Branch to discuss the importance of diversity and women's influence. A session was provided for campus leaders, faculty, staff and students as well as the community during Diversity Week – April 16, 2024.
- The institution is a member of the ACE-UP community practice and regularly engages with colleagues across the country in the work of equity and support of all campus constituents.

Goal 2: Create an inclusive culture that promotes the recruitment and retention of minority faculty and staff, while monitoring for areas of underrepresentation.

2023-2024 Strategies for Achieving the Goal:

- Community Engagement and Human Resources hosted a New Employee orientation luncheon at the start of each semester to ensure collaboration and connection across campuses and departments.
- Employee Appreciation picnic and celebration was hosted at the end of the spring semester. Recognition of employee contributions and awards were distributed.
- Annually, nominations are submitted for the campus Diversity Champion Award. This recognition boosts morale and encourages inclusive engagement.
- Campus job descriptions and advertisements were/are reviewed to ensure the absence of bias as a means of attracting a diverse pool of applicants.
- Minority employee data was collected and developed strategies to retain diverse faculty and staff reviewed for any changes.
- Through various programs and local community engagements, the campus and its focus on equity has been highlighted. The Dean for Community Outreach has presented at several conferences and recently served as keynote for the Jonesboro community Baccalaureate ceremony.

Goal 3: Create consistent and responsive job descriptions and titles, advertising placement, and diversity programs to attract a diverse applicant pool.

2023-2024 Strategies for Achieving the Goal:

- Leveraged technology to deploy training tools to assist hiring managers with search committee development and processes.
- Educated and communicated regarding bias training and the importance of diversity in the search process.
- Reviewed and engaged new locations and methods for advertising job opportunities-evaluate effectiveness annually.

Goal 4: Create and employ assessment processes to ensure we are progressing in our commitment to diversity, equity, and inclusion.

2023-2024 Strategies for Achieving the Goal:

- Human Resources advertised employment opportunities in various publications including those geared towards underrepresented populations.
- Conducted assessment of campus climate, onboarding, transition, and retention strategies.
- Reviewed minority faculty and staff composition to ensure representation is parallel to that of the student body.
- This fiscal year, the institution has implemented a bonus incentive process with thirteen institutional goals determined by the chancellor and cabinet.
The institutional goals are as follows:
 - Increasing number of students progressing in course work from 1525 to 1600.
 - Increasing student completion rates in gateway courses from 924 to 950.
 - Decrease student average credits at completion from 228 to 240.
 - Increase number of students graduating on time from 461 to 470.
 - Decrease core expense ratio from 130 to 80.
 - Increase employee participation in the communities we serve – target is 75% of full-time employees involved in at least one community event for the current fiscal year.
 - ASUN will secure funds to sponsor Aviator athletics from private and corporate donors – target is \$200,000.
 - Increase full-time employee retention – target is 90%.
 - Maintain composite financial index level – target is 2.00. ASUN will secure funds to construct a new Health Science center on the Newport campus – target is \$6.5 million in 2023.
 - Complete capital projects to improve the student experience – target is \$500,000.
 - Increase student enrollment – target is 3%.
 - Increase credentials awarded from 3155 to 3355

From these institutional goals, departmental goals were established, and each team member then set individual goals that are interconnected with the strategic priorities. This incentive process also provides support in ensuring all staff, faculty and administrators prioritize goals aligned with the institution's priorities

including a more diverse and inclusive campus for the success of students, faculty and staff.

Recruitment and Retention of Students Goals:

- Goal 1: Recruit and enroll greater numbers of students from minority groups to create the cultural diversity that parallels that of the region.
- Goal 2: Increase the institution's graduation and retention rate for minority students by providing an academic environment which will motivate and enable students from diverse backgrounds to achieve their educational goals.
- Goal 3: Increase the amount of financial support for programs, services and scholarships which target students from underrepresented groups.

Goal 1: Recruit and enroll greater numbers of students from minority groups to create the cultural diversity that parallels that of the region.

2023-2024 Strategies for Achieving the Goal:

- The university has recently acquired services with Vision Point for consultation and support in reviewing our marketing strategies and enrollment planning. With this partnership, the university will develop a marketing plan and enrollment plan focused on enhancing recruitment and retention of ASUN students.
- In area schools, concurrent enrollment initiatives and recruitment provide networking and collaboration with high school counselors, teachers, and students. Strategies to engage diverse administrators with underrepresented serving schools are underway.
- Enrollment Services, Workforce Development and Academics collaborated with business and industry to recruit and retain individuals (including minorities) who desire programs offered by ASU-Newport.
- ASUN faculty and staff participated in local events and programs within the college service areas. These events included local fairs, community service and educational activities. Several faculty and staff participated in a diversity initiative, *See Me; Be Me*, designed to expose junior high school students to diverse careers and professionals in their community.
- Aviator Athletics started during the Fall 2023 with both Men's Basketball and Women's Softball. In both programs, the institution has worked to recruit and retain a diverse group of students. This program has provided a platform to engage our communities.

Goal 2: Increase the institution's graduation and retention rate for minority students by providing an academic environment which will motivate and enable students from diverse backgrounds to achieve their educational goals.

2023-2024 Strategies for Achieving the Goal:

- Through the Academic and Student Affairs division, student support services are available including basic needs such as food pantry. Students have access to food pantries on each of our campuses. The institution also offers mental health support through its partnership with Timely Care.

- The Office for Community Outreach (formerly named Diversity, Equity and Inclusion) offered training workshops and professional development opportunities for the university faculty, staff and students. The goals of the sessions are to provide training, bring awareness and education for faculty, staff, and students to engage in and foster a welcoming and inclusive campus community.
- Continue mandatory new student orientation for all first-time entering ASU-Newport students. This year, the sessions have been expanded to accommodate students' varying schedules and interests across the communities we serve. For the upcoming year, these sessions have been scheduled for early August.
- Continue to promote ASU-Newport Academic Support Centers as resources for computer-based and self-paced developmental instruction.
- Faculty and staff referred students experiencing academic challenge early in the semester through the Early Alert system. Faculty will continue to be supported in identifying and referring students for additional support.

Goal 3: Increase the amount of financial support for programs, services and scholarships which target students from underrepresented groups.

2023-2024 Strategies for Achieving the Goal:

- Career Pathways Initiative provided outreach workshops to diversify their program participants by major, race and gender.
- In recruiting at local high schools, information regarding financial aid was provided. Students from area high schools, including targeted have accessibility to staff for assistance in completing the process.
- ASUN will continue to identify scholarship and grant programs that seek to increase enrollment of students from underrepresented groups in the areas in high demand areas.
- The institution has a strong emphasis on preparing students for the workforce and engages strategically with industry partners. As a primary focus, the university has dedicated resources and personnel to research and secure workforce partnerships and external funding.
- With new technology and the one-stop services, our campus expects to expand access to resources for all students including those from underrepresented groups.

SUMMARY OF STRATEGIES

Indicators for Success

Just as ASU-Newport has key performance indicators that are benchmarks used to assess the success of the current strategic plan, similar indicators for success accompany this plan as indicators of progress toward accomplishing the goals in minority recruitment and retention. The indicators include:

- Increase the diversity in the faculty and staff to parallel that of the student body.
- Increase minority student enrollment.
- Increase retention rate of minority students.

Timeline for Strategies

The timeline for implementing each strategy is the same for each goal stated in this plan. All activities are ongoing and were initiated in the fall 2021 and continue through summer of 2026 (per the five-year plan).

For submission of the annual report, progress in achieving the goals of this plan will be provided each June.

Budget

Although no specific budget allocations were assigned to these activities, Enrollment Services, Human Resources and Community Engagement departments will provide appropriate amounts for recruitment, advertising and marketing in ensuring the goals of this plan are achieved.

Assessment for Effectiveness

Annual reports required by ADHE will include progress made in achieving these indicators and changes will be made at ASU-Newport to ensure continual progress with recruitment and retention of minority students, faculty, and staff.

APPENDIX 1:

2023 Advancing Community Engagement TRAINING WORKSHOPS:

Each session below is designed to empower, educate and equip participants with information, resources and necessary skills in advancing diversity, equity and inclusion. The sessions are interactive and can be condensed or expanded to accommodate any time frame (1-hour, 20-45-minutes, etc.)

Please select the session that best fits the purpose(s) of your event. Sessions can also be customized for specific events or needs.

- *I Am Here!* **(Diversity)**

Purpose: This session will discuss the power of connection and provide practical tools in building relationships. Participants will be challenged to be intentional in building collaborative relationships and seek opportunities to embrace diversity in their engagement with others.

- *I Belong Here!* **(Equity)**

Purpose: This session will outline the keys for personal success and assess the significance of the relationship between support and success. By the end of the session, participants will be able to identify and address both the barriers and opportunities that exist in having an authentic sense of belonging on campus.

- *I Matter Here!* **(Inclusion)**

Purpose: This session will examine the critical components in cultivating an environment that is conducive for personal expression and diversity of perspectives. Participants will be challenged to model behaviors that support an inclusive campus. Participants will be empowered to contribute and support initiatives on campus.

- *Speak the Language!* **The Power of Inclusive Communication**

Purpose: This session is designed to challenge participants to utilize DEI related terminology in navigating a series of critical conversations and scenarios. It will empower attendees to communicate effectively with regard for diverse perspectives, needs, and interests.

- *Acknowledge the Struggle!* **The Power of Connection**

Purpose: This session will define the role of the campus community in fostering a sense of belonging for all constituents by addressing the need for advocacy and support in advancing the principles of DEI in all areas of campus life.

- *Gain the Knowledge!* **The Power of Commitment**

Purpose: This session will provide participants with effective DEI strategies by outlining the benefits in exploring the critical yet significant components of DEI in all areas of service. Attendees will have the opportunity to create a personal action plan for prioritizing the embrace of diversity, equity and inclusion.

Arkansas State University Three Rivers
Minority Recruitment and Retention Annual Report
June 21, 2024

In accordance with [\(Act 1091\)](#), all state-supported colleges and universities are required to establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans are required to be prepared on a continuing basis for five-year periods.

Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution. Copies of each institution's five-year plan and annual reports are to be filed by June 30 with the Arkansas Division of Higher Education.

• **Number of minority students, by minority group, who currently attend the institution.**

Enrollment Headcount	2023-24 Unduplicated	Enrollment % of 2023-24 Unduplicated	2022-23 Unduplicated	Enrollment % of 2022-23 Unduplicated	Summer 2023	Enrollment % of Summer 2023	Fall 2023	Enrollment % of Fall 2023	Spring 2024	Enrollment % of Spring 2024	Summer 2024 *	Enrollment % of Summer 2024 *
African American	389	16.9%	383	25.3%	103	36.0%	283	14.0%	268	14.2%	68	27.0%
Hispanic	236	10.3%	179	11.8%	13	4.6%	217	10.7%	211	11.2%	5	2.0%
2 or >	21	0.9%	13	0.9%	1	0.4%	20	1.0%	15	0.8%	0	0.0%
Other Minorities	111	3.9%	42	2.8%	5	1.8%	82	4.0%	73	3.9%	2	0.8%
Minority Total	757	32.1%	617	40.8%	122	42.8%	502	29.7%	567	30.1%	75	29.8%

* Summer 2024 unofficial count

• **Number and position title of minority faculty and staff who currently work for the institution.**

Arkansas State University Three Rivers has 27 minority faculty and staff who currently work for the institution. Position titles include:

- Administrative Specialist
- Cosmetology Instructor
- Cosmetology Assistant
- Director of Student Retention
- Director of Truck Driving
- Education Counselor

- Extra Help
- Computer Lab Technician
- Adjunct Nursing Faculty
- Fiscal Support Analyst
- Project/Program Manager
- Business Technology Faculty
- Computer Networking Instructor
- Construction Instructor
- Admissions Advisor
- Health Professions Instructor
- Work Study
- Truck Driving Instructor
- Registrar Assistant
- eSports Coordinator
- Tutor

- **Number of minority full-time faculty, by minority group, who currently work for the institution.**

Arkansas State University Three Rivers has 6 minority faculty; 4- Black, 1-Native American, and 1-Asian.

- **Number of minority adjunct faculty, by minority group, who currently work for the institution.**

Arkansas State University Three Rivers has 3 minority adjunct faculty; 1-Black, and 2-Native American.

- **Number and position title of minority faculty and staff who began working at the institution in the past year.**

Arkansas State University Three Rivers has 5 minority faculty and staff who have been hired since July 1, 2023; position titles include Tutor, Career Coach (2), Cosmetology Assistant, and Adjunct Nursing Faculty.

- **Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.**

Race/Ethnicity	AY 2024 Undergraduates	% of AY 2024 Undergraduates	AY 2023 Undergraduates	% of AY 2023 Undergraduates	AY2022 Undergraduates	% of AY2022 Undergraduates
Asian	30	1.27%	4	0.54%	6	0.81%
Black	389	14.56%	218	29.58%	203	27.32%
Hispanic	236	10.45%	31	4.21%	40	5.34%
Indian	60	2.52%	9	1.22%	3	0.40%
Native Hawaiian	18	0.74%	4	0.54%	1	0.13%

Non-Resident	1	0.02%	2	0.27%	-	-
Two or More	21	0.86%	4	0.54%	35	4.71%
Undeclared	0	0.0%	13	1.76%	-	-
Total	285	30.42%	285	38.66%	288	38.71%

- As demonstrated in the enrollment figures above, our minority student population decreased by 8.24% since the 2022-2023 academic year. The Health Sciences Division changed their incoming cohort terms from May and December to August and December. In doing so, the College did not have an incoming cohort of practical and registered nursing students for May, 2024, thereby reducing the number of minority students in the academic year.
- The Human Resources team continues to engage with the campus community to recruit more reflective personnel. Position advertisements include images that are reflective of the minority groups that we would like to see greater representation from. The Human Resources team is also marketing our job openings on a variety of platforms and through various community organizations to increase our potential to recruit employees that are minorities. In our marketing efforts, we highlight the robust benefit offerings that the campus provides to our employees. This includes retirement and tuition discount programs. The hope is that these benefits will further incentivize members of our community to be attracted to our positions.
- Our campus continues to host and participate in community minority events. This year those included MLK Day, Black History Month, Women's History Month, Cinco de Mayo activities, and a Juneteenth Celebration. We have collaborated with the ASUTR Student Government Association and Library, the Malvern Henson-Benson Foundation, private /individual minority causes, and the Malvern Dr. Martin Luther King, Jr. Association
- ASU Three Rivers hosts a Community Advisory Committee meeting quarterly to communicate with our minority community and gather feedback from our community leaders.
- The ASU Three Rivers Dr. Martin Luther King, Jr. scholarship is awarded annually to a student who shares the ideals and teachings of the late Dr. Martin Luther King, Jr. which pays tuition for the fall and spring semester up to 15 hours.
- The ASUTR Adult Education program continues to attend re-entry fairs held at the Ouachita River Correctional Unit as well as shares information on their social media accounts about specific holidays/events.
- The college initiated the Chancellor's Malvern Ministers Committee to partner with the Malvern Ministerial Alliance to better inform the minority communities about the College. This meeting is held annually.
- **Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.**

- The college has a Retention Awareness Council that meets monthly to discuss issues that might impact our retention efforts on our campus.
- The Human Resources Director is actively participating with local minority community groups to gather feedback on how to reflect their voices in the hiring process. Annual professional development trainings are offered in-person and online around topics of communication, customer service, community engagement and other soft skills to promote a more equitable campus.
- Activities that we would like to add for this academic year include celebrating Hispanic Heritage Month (September 15-October 15), Native American Heritage Month in November (displays and recognition have been done in the ASUTR Library) and Asian American and Pacific Islander Heritage Month in May.
- Indicators/benchmarks will include enrollment trends and staffing data that has a positive percentage change in minority data from one year to the next.
- Our plan is to include student engagement on the Retention Awareness Council and implement student led activities.
- **Include your timeline, budget, and methods used to assess and monitor progress.**
 - The new strategies and activities will be implemented during the course of the next academic year. The progress monitoring will be done by tracking participation and attendance.
 - To address the lack of fiscal support with minority initiatives we have established a discretionary fund to be supported by fundraising efforts.

ATU
Minority Report
Fiscal Year 2024

- Number of minority students, by minority group, who currently attend the institution.

Ethnicity	Student Count
Asian/Pacific Islander	166
Hispanic	1069
American Indian/Alaska Native	81
Non-Resident Alien	218
Hawaiian	3
African American	560
Multiple Ethnicities	449
Total	9487

- Number and position title of minority faculty and staff who currently work for the institution.

Minority Faculty/Adjunct Title	Ethnicity	Count
Adjunct	American Indian-Alaskan Native	2
Adjunct	Asian	4
Adjunct	Black or African American	4
Adjunct	Hispanic	5
Adjunct	Other/Unknown	1
Faculty FT 9M	American Indian-Alaskan Native	2
Faculty FT 9M	Asian	26
Faculty FT 9M	Black or African American	7
Faculty FT 9M	Hispanic	3
Faculty FT 9M	International - Non-Resident Alien	0
Workforce Ed Faculty	Hispanic	1
Total		55

Minority Staff Title	Ethnicity	Count
Acad/Stu Support Counselor	Asian	1
Academic Advisor	Hispanic	1
Administrative Specialist II	Hispanic	1
Administrative Specialist III	Asian	1
	Hispanic	2
Assessment Coordinator	American Indian-Alaskan Native	1
Assistant Athletic Trainer	Black or African American	1
Assistant Coach	Black or African American	2
Asst Dean of Students	Hispanic	1
Asst Sports Info Director	Hispanic	1
Dir Public/Creative Services	Hispanic	1
Dir Recruitment/Orientation	Asian	1
Director of Testing	Black or African American	1
English Lang Institute Coord	Asian	1
Executive Dir Advancement Svcs	Black or African American	1
Executive VP Academic Affairs/Provost	Hispanic	1
Financial Aid Analyst	Hispanic	1
Fiscal Support Analyst	American Indian-Alaskan Native	1
General Counsel	Black or African American	1
Human Resources Specialist	Hispanic	1
Industry Training Specialist	Hispanic	1
Institutional Assistant	Black or African American	1
Institutional Services Asst	American Indian-Alaskan Native	1
	Black or African American	1
	Hispanic	3
Network Support Specialist	Asian	1
Proj/Prg Dir Sports Medicine	Black or African American	1
Project/Program Administrator	Black or African American	1
Public Safety Officer	Black or African American	1
	Hispanic	1
Records Management Analyst	Other/Unknown	1
Registered Nurse	American Indian-Alaskan Native	1
Special Projects Coordinator	Asian	1
	Hispanic	2
Student Development Specialist	Black or African American	1

Systems Specialist	American Indian-Alaskan Native	1
Total		41

- Number of minority full-time faculty, by minority group, who currently work for the institution.

Minority Faculty	
Ethnicity	Count
American Indian-Alaskan Native	2
Asian	26
Black or African American	7
Hispanic	4
International-Non-Resident Alien	0
Total	39

- Number of minority adjunct faculty, by minority group, who currently work for the institution.

Minority Adjunct	
Ethnicity	Count
American Indian-Alaskan Native	2
Asian	4
Black or African American	4
Hispanic	5
Other/Unknown	1
Total	16

- Number and position title of minority faculty and staff who began working at the institution in the past year.

New Hires	
Ethnicity	Count
American Indian-Alaskan Native	0
Asian	4
Black or African American	6
Hispanic	7
International – Non-Resident Alien	0
Native Hawaiian-Pacific Island	0
Total	17

- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

Affirmative Action and Equal Employment Opportunity Policy (designated Officer)

Arkansas Tech University will provide equal opportunity in employment to all persons. This applies to all phases of the personnel process, including recruitment, hiring, placement, promotion, demotion, separation, transfer, training, compensation, discipline, and all other employment terms, conditions, and benefits. Arkansas Tech University prohibits discrimination based on race, color, religion, national origin, sex, sexual orientation, gender identity, age, disability, genetic information, or veteran status.

Arkansas Tech University will provide this notice and a copy of this policy to all applicants for employment. All faculty and staff will be notified annually of the policy. Further, Arkansas Tech University will consider through a designated grievance procedure, the complaints of any person who feels that he or she has been discriminated against on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, disability, genetic information, or veteran status.

Arkansas Tech University will, through its strategic plans and other campus initiatives, develop and implement specific and result-oriented procedures to apply every good faith effort to achieve prompt and full utilization of minorities, women, those with disabilities or veterans at all levels and all segments of its workforce. Additionally, Arkansas Tech University will continually monitor and evaluate its employment practices to ensure that they are free of bias or discrimination based upon race, color, religion, national origin, sex, sexual orientation, gender identity, age, disability, genetic information, or veteran status.

Responsibility for implementation and compliance with this policy has been delegated to the Director of Human Resources.

Access & Equity Committee (University standing committee)

The Access & Equity Committee serves the campus by leading efforts to create an environment that respects, celebrates, and cultivates access, equity, and engagement. This is accomplished by formulating recommendations, reviewing policy, and identifying steps to implement recommendations. The committee also helps to assure compliance with all applicable federal and state laws that will foster Arkansas Tech University's commitment to building and sustaining an all-inclusive campus community.

During fiscal year 2024, the Committee members met to reestablish the committee's purpose, guiding principles, and membership charge. In the next year, the committee is prepared to update its Strategic Plan for Inclusive Excellence.

Admissions Department

The Admissions Department of the University has student information available on-line in Spanish (<https://www.atu.edu/admissions/enespanol.php>). In addition, their postcard soliciting a campus tour is in English and Spanish. Another informational flyer available in English and Spanish is the "Your Path to College".

Multicultural Student Services: <https://www.atu.edu/multicultural/>

The Office of Multicultural Student Services was established with the mission of providing and fostering an inclusive environment for students of underrepresented populations. Our office is committed to the success of students by providing student development workshops, academic success coaching, and campus resource networking. Multicultural Student Services aims to enrich students from orientation to graduation.

Multicultural Student Services is the primary support for registered student organizations (RSOs) that represent aspects of underrepresented student populations; These organizations provide cultural celebration events designed to support the overall success of underserved students as well as strengthen the cultural competency of the campus community.

Workshops, speakers, and campus events during the fiscal year 2024 included but were not limited to:

- National Hispanic Heritage Month Activities
- Black History Month Activities
- Women's Appreciation Month Activities
- Sexual Assault Awareness Speaker and Activities
- Suicide Awareness Speaker and Activities
- International Film Festival
- Faculty and Staff Workshops

Below is a listing of the diverse Registered Student Organizations (RSOs) with a mission to bring awareness about underrepresented students:

- Alpha Phi Alpha Fraternity, Inc.
- Bangladesh Student Association
- Black Student Association
- Chinese Student Association
- First-Gen Organization
- Hispanic Student Organization
- International Student Organization
- Japanese Student Association
- Zeta Phi Beta Sorority, Inc.
- SPECTRUM
- Student Members and Veterans of America
- Omega Psi Phi Fraternity, Inc.

- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

ATU Strategic Plan 2025

ATU 2025 Strategic Plan, developed and adopted by the Board of Trustees at the June 2022 Board meeting, values and has embedded diversity, equity and inclusion in this plan. Goal 3, Item 2 states: *Expand recruitment for minority candidates for faculty and staff positions.*

During fiscal year 2024, ATU has provided budgeted funds for competitive and diverse job advertising, accessible application tracking, and reporting analytics.

The Access & Equity Diversity Committee will continue to execute the initiative and goals of ATU's Strategic Plan of 2025. In addition, the Committee will look to the future to update its Strategic Plan for Inclusive Excellence to align with Arkansas Tech University's commitment to a safe and caring environment where all students, faculty, and staff can thrive in their educational and professional pursuits.

- Include your timeline, budget, and methods used to assess and monitor progress.

Timeline

Our efforts to recruit underrepresented faculty and staff continue. Recruitment and retention data is assessed and findings are evaluated on an on-going basis.

Budget

The direct cost of the minority initiative cannot easily be determined. Currently, the Office of Multicultural Students Services houses the majority of retention efforts aimed at under-represented students. This office consists of one full-time staff member, the Assistant Dean for Multicultural Student Services, and a graduate assistant for this office. The Multicultural Student Services office works closely with our African-American and Hispanic student populations. Working alongside the Black Student Association and the Hispanic Student Organization, this office helps support programs and experiences to enhance academic success, cultural awareness, community service, career exploration, and life skills for the campus.

Methods of Assessment

Assessment of the effectiveness of the plan is conducted on two levels. Action items are reviewed on an annual basis to assure the procedures are being followed and that policies are being enforced. The strategies and action items are designed to bring about the desired outcome of a more ethnically diverse campus. Therefore, the more important assessment method will be tracking and reporting the number of minority faculty, staff, and students on an annual basis to determine if progress is being made in the recruitment and retention of a diverse faculty, staff, and student body. The final assessment is the development of data that identify trends in recruitment and retention of qualified minority faculty, staff, and students. The

annual report is focused on the current status and annual changes in the quality and numbers of minorities in each group; faculty, staff and students. Increases in those areas provide indications that the plan is working as anticipated.

Minority Recruitment and Retention Annual Report
(Due annually by June 30th each year)

In accordance with [\(Act 1091\)](#), all state-supported colleges and universities are required to establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans are required to be prepared on a continuing basis for five-year periods.

Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution. Copies of each institution's five-year plan and annual reports are to be filed by June 30 with the Arkansas Division of Higher Education.

The Minority Recruitment and Retention annual report should include at a minimum the following:

- Number of minority students, by minority group, who currently attend the institution.

2 or More	45
American/Alaska Native	3
Asian	5
Asian/Pacific Islander	6
Black or African American	52
Hawaiian/Pacific Islander	4
Hispanic	62

- Number and position title of minority faculty and staff who currently work for the institution.

Black FT Faculty Member	0
Black FT Staff Member	1
Hispanic-American/Alaska Native Adjunct Faculty Member	1
Black Adjunct Faculty Member	2
2 or more Adjunct Faculty Member	1

- Number of minority full-time faculty, by minority group, who currently work for the institution.

0

- Number of minority full-time Staff, by minority group, who currently work for the institution.

1 Black Staff Member

- Number of minority adjunct faculty, by minority group, who currently work for the institution.
 - 1 Hispanic-American/Alaska Native Adjunct Faculty Member
 - 2 Black Adjunct Faculty Member
 - 1 2 or more
- Number and position title of minority faculty and staff who began working at the institution in the past year.
 - 0

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

Black River Technical College has now implemented a minority and recruitment task force with whom we have liaisons in the minority populations of our surrounding communities, specifically in the Hispanic, African American, and Marshallese/Pacific Islander populations. The College has begun sharing all job advertisements with these liaisons in hopes of recruiting more minority faculty and staff members at BRTC.

Black River Technical College continues the work with the minority and recruitment task force with whom we have liaisons in the minority populations of our surrounding communities, specifically in the Hispanic, African American, and Marshallese/Pacific Islander populations. The College shares all job advertisements with these liaisons in hopes of recruiting more minority faculty and staff members at BRTC.

Great progress has been made in the last year in the recruitment and retention of minority students to BRTC. Resulting in a “net increase” of five more minority students at BRTC. Great progress has also been made in the local community regarding the college’s minority outreach efforts.

This progress is evidenced by BRTC sponsoring the Eddie Mae Herron’s annual Juneteenth celebration which is now a multi-day event in the Pocahontas community.

BRTC has made deliberate efforts to connect with local minority civic leaders and recruit them to serve as “BRTC Community Outreach Coordinators” for the college. These leaders help BRTC better understand the needs of the local minority populations as well as help bridge the gap between local populations and the college.

Another great step in the progress to reach minority students is the expansion of the efforts to recruit local Pacific Islander students to attend BRTC. The annual Pacific Islander Recruitment Preview Day was held for the fourth year on BRTC’s campus. This event brought all the junior and senior Pacific Island students from Pocahontas High School to BRTC to learn about the programs BRTC offers and how to pay for college.

- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

1. Continuing usage of the BRTC Minority Recruitment and Retention Taskforce which is guided by BRTC's Community Outreach Coordinators who help BRTC better understand the needs of minority students and how to more effectively recruit new minority students to BRTC. This minority recruitment taskforce helps develop specialized recruitment messaging and programming to increase awareness amongst the local minority population in order hopefully increase the number of minority students at BRTC.

2. Participating yearly in a session on KLEK minority radio show "Community Connections," in order to provide beneficial college enrollment information to the minority community in Northeast Arkansas.

3. Continue and expand the Pacific Islander Preview Day at BRTC. The event consists of a campus tour, specialized sessions involving academic majors, admissions, and financial aid information tailored to the local Pacific Island population and their specific educational

4. Continue spotlighting minority students on the BRTC social media student spotlights. These spotlights will help increase awareness of current minorities on campus and give an insight into their experience at BRTC.

5. Continue sponsoring the Juneteenth Celebration by the Eddie Mae Herron Center (a local African American museum which provides programs to bridge the divide between all groups of people in the local community). BRTC will set up a mobile admissions station that includes: registration and class materials and admissions personnel to answer any registration questions to event attendees.

- Include your timeline, budget, and methods used to assess and monitor progress.

The timeline for increasing the minority student population will be fall 2025. The Office of Recruitment has an annual budget of nearly \$14,000. These recruitment funds will be utilized to fund the Pacific Islander Day and any new initiatives the minority recruitment and retention task force create. Lastly, surveys will be given to all participants of the Pacific Islander Day, and to constantly assess the effectiveness of BRTC's minority recruitment initiatives.

Submit your annual report electronically to academic.affairs@adhe.edu by June 30.



UA Cossatot

University of Arkansas Cossatot

Minority Recruitment and Retention

Annual Report, June 2024

Submitted to: Arkansas Department of Higher Education

By: Dr. Ashley Aylett

I. MINORITY STUDENT RECRUITMENT AND RETENTION

In the area of minority student recruitment, we continue to target the Latino populations with very specific advertising geared towards that group. We have been the only Arkansas Hispanic Serving Institution for several years now. We are also strongly targeting African American, as this group is a large percentage of the local population. We have been steadily increasing African American enrollment since AY17/18 are hopeful new initiatives will help us continue to increase our number of African American students. We advertise and market through several local publications that target African American and Latino populations. We have also added a Center for Students Success, which focuses on recruitment and retaining of minority and high-risk populations. Our Director of Institutional Research is working closing with Student Services, alongside our Enrolment Management Plan, to monitor all groups of students so we can better determine areas to target. Minority Student Enrollment is as follows:

Percentage of minority students, by minority group, who attended UA Cossatot:

	Asian	African American	American Indian/Alaskan Native	Hispanic/Latino	Hawaiian/Pacific Islander
Fall 17/Spring 18	.55%	11.18%	4.27%	27.09%	.55%
Fall 18/Spring 19	.28%	12.18%	4.24%	27.45%	.60%
Fall 19/Spring 20	.53%	12.48%	3.28%	27.93%	.32%
Fall 20/Spring 21	.64%	13.13%	3.82%	26.75%	.23%
Fall 21/Spring 22	1.08%	13.6%	3.87%	27.35%	.47%
Fall 22/Spring 23	.93%	14.93%	3.73%	28.13%	.57%
Fall 23/Spring 24	.67%	14.10%	4.4%	28.63%	.83%

II. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

UA Cossatot currently has 29, down from 30 as reported in 2023. We continue to focus on target minority groups when advertising/recruiting for open positions. Along with posting positions on numerous national and worldwide job boards, we utilize social media outlets, as well as local papers and radio stations trying to reach as large and diverse of a population as possible.

Recruiting for all positions has been difficult, applicant pools have been small for the past few years. During 23-24 the pools have started to increase, and between employees leaving and new hires coming in, 8 new full-time minority employees were recruited and hired.

Number and position title of minority, full-time faculty and staff who currently work for the institution:

	2022 Reporting	2023 Reporting	2024 Reporting
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American Indian	<ul style="list-style-type: none"> • Division Chair of Allied Health • Director of Human Resources • ARNEC Information Specialist • Career Services Coordinator 	4	<ul style="list-style-type: none"> • Division Chair of Medical Professions • Director of Human Resources • ARNEC Information Specialist • Career Services Coordinator 	4	<ul style="list-style-type: none"> • Division Chair of Medical Professions • Director of Human Resources • POWER Outreach Support Coordinator • Administrative Specialist I 	4
Hispanic	<ul style="list-style-type: none"> • History Instructor • AR Works Career Coach • (2) Financial Aid Specialist • Institutional Officer Supervisor • (2) Administrative Specialist I • (2) Administrative Specialist III • Coordinator for Center for Student Success • Soft Skills Instructor/Trainer • Institutional Services Assistant • Assistant Registrar 	13	<ul style="list-style-type: none"> • History Instructor • Financial Aid Specialist • Administrative Specialist I • (2) Administrative Specialist III • Coordinator for Center for Student Success • Soft Skills Instructor/Trainer • Institutional Services Assistant • Registrar • (2) Academic Advisor • Social Media Specialist • Network Hub Program Manager • YB Job Developer 	14	<ul style="list-style-type: none"> • History Instructor • Financial Aid Analyst • (2) Administrative Specialist III • Director for Center for Student Success • Soft Skills Instructor/Trainer • Registrar • Academic Advisor • Social Media Specialist • YB Job Developer • Sevier County Economic Development Director • Career Coach • MED Program Technician 	13
Asian	None		None		None	0
African American	<ul style="list-style-type: none"> • (2) Institutional Services Assistants • Financial Aid Specialist • Director of Career Pathways • Administrative Specialist III • Athletic Director/Head Basketball Coach 	13	<ul style="list-style-type: none"> • (2) Institutional Services Assistants • Financial Aid Specialist • Director of Career Pathways • Administrative Specialist III • Athletic Director/Head Basketball Coach 	12	<ul style="list-style-type: none"> • Institutional Services Assistant • Financial Aid Specialist • Director of Career Pathways • Administrative Specialist III • Athletic Director/Head Basketball Coach 	12

	<ul style="list-style-type: none"> YouthBuild Pathway Case Manager YouthBuild Job Developer/Placement Specialist (2) Academic Advisor Professional Studies Faculty Career Coach-Horatio High School 		<ul style="list-style-type: none"> Associate/Assistant Basketball Coach YouthBuild Program Manager Academic Advisor Professional Studies Faculty Public Safety Officer Career Coach-Horatio High School 		<ul style="list-style-type: none"> YouthBuild Program Manager Academic Advisor Public Safety Officer Career Coach-EL Advisor Professional Studies Instructor YB Construction Trainer English Instructor 	
TOTALS		30		30		29

Number of minority, by minority group, full-time faculty who work for the institution:

The faculty had a minority gain of one African American instructor.

Hispanic	1
African American	2
Total	3

Number of minority, part time adjunct faculty who currently work for the institution:

This number remained consistent for the 23-24 year.

Hispanic	African American	American Indian	TOTAL:
3	2	0	5

Number and position title of minority faculty and staff who began working at the institution in the past year:

Hispanic	<ul style="list-style-type: none"> Soft Skills Instructor/Trainer YB Job Developer MED Program Technician 	3
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American Indian	<ul style="list-style-type: none"> • POWER Outreach Support Coordinator 	1
African American	<ul style="list-style-type: none"> • English Instructor • YB Construction Trainer • Sevier County Economic Development Director • Career Coach 	4
		TOTAL: 8

IV. MONITORING

Progress in Target Areas

STUDENTS:

- Hispanic: Our target is 25% Hispanic enrollment, which we attained for several consecutive years now. UA Cossatot has been recognized as the first Hispanic Serving Institution in Arkansas.
- Black: Our target is 12% African American enrollment. We have attained over 12% for six consecutive academic years.
- Native American: Our target is 4% Native American enrollment, which we reached this academic year at 4.4%.

STAFF:

- Our minority faculty and staff number has remained consistent in a difficult time for recruitment efforts.
- We will continue to search for and utilize new and different avenues for reaching and attracting qualified minority prospects.

Timeline, Budget Assessment

TIMELINE:

- The timeline in judging success of the above efforts ran from July 1, 2023 through June 30, 2024.

BUDGET:

- With the overall increase in the categories measured, UA Cossatot will maintain the same budgeting levels, except for additional monies being provided for extra marketing efforts towards Latinos and African Americans. The mentioned targets our outlined in the institutions strategic plan, which will expire in 2020. The same targets will be the focus as we move forward during our next strategic planning phase.



MINORITY RETENTION PLAN

ANNUAL

REPORT

Academic Year

July 1, 2023 through June 30, 2024

This report includes progress that has been made toward the goals in our five-year plan. EACC remains committed to providing appropriate resources to minorities on an individual and as-needed basis enabling them to be successful.

ACT 1091 of 1999

Annual Report on Five-Year Minority Retention Plan

Name of Institution: East Arkansas Community College

Name of Contact Person: Jack Hill – Vice President of Academic Affairs

Please attach to this form a copy of the annual report, which includes the following information:

1. Report the progress that has been made towards meeting the goals included in your five-year plan. Address each goal relative to students, faculty members, and staff.
2. If there are any revisions or updates to the current five-year plan, please include those in this report. Be sure to clearly indicate what part of the plan has been revised.
3. Act 1091 requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable. Please submit two copies of the report. ADHE will forward a copy to the Interim House and Senate Committees.



2023-2024 Annual Progress Report

***FOR FIVE-YEAR MINORITY RETENTION PLAN
JULY 2021-JUNE 2026***

East Arkansas Community College is committed to the retention of an ethnically/racially diversified faculty and student populace. Retention remains a primary focus for the higher education arena and is a priority for all at the college to increase this factor.

Faculty are actively recruited through various methods of advertising including, but not limited to, announcements to minority colleges and/or publications. Retention of these employees is an important goal that the college consistently aspires to achieve.

We realize that improving student retention is not a passing fad. Retention was important in the past, has become important today, and will be a sought-after goal for years to come. We are working with students to get them involved in their course work, as well as extracurricular activities such as:

**Clubs and Organizations
Campus Activities
Motivational Workshops
Orientation
EACC Ambassadors
Career Pathways**

**Certificates of Appreciation
Honors Program
Minority Male Assistance Program (MMAP)
Field Trips
Work-Study Job Placement**

Research has shown that these types of activities give the student a sense of belonging. That feeling of belonging reinforces the student's desire to remain with the institution and to continue as a student. The involvement also enhances the student's learning experiences. We work very hard to get students and faculty on our campus, and we desire to do everything within our power to keep them once they are enrolled or hired.

Everyone plays a part in retention, and the need for increasing retention should always be present in everyone's mind.

**EAST ARKANSAS COMMUNITY COLLEGE
MINORITY RETENTION PLAN PROGRESS REPORT
JULY 20223-JUNE 2024**

ANNUAL REPORT OF THE FIVE-YEAR MINORITY RETENTION PLAN

Our overall goal is to increase minority retention at East Arkansas Community College as we continue to meet our present institutional goals and objectives toward the recruitment of minority students, faculty, and staff.

The official enrollment for the Fall 2023 semester was 1253 students. The total number of minority students was 602, or 48.04% of our enrollment. Compared to Fall 2022, minority enrollment increased nearly 2%. The official enrollment for the Fall 2022 semester was 1177. The total number of minority students was 550 or 46.73% of our enrollment.

The official enrollment for the Spring 2024 semester was 1144 students. The total number of minority students was 525, or 46.50% of our enrollment. Compared to Spring 2023, enrollment increased by < 1%. The official enrollment for the Spring 2023 semester was 1153 students. The total number of minority students was 527 students, or 45.71% of our enrollment.

Objective 1: To maintain the Minority Male Assistance Program (MMA) and Diverse Women Program in an effort to increase student involvement on campus.

A. TO RETAIN PROGRAM PARTICIPANTS.

Success Indicator:

Retain 75% of all program participants until graduation or transfer.

Status:

During the 2023-2024 academic school year, we had 5 minority male students participated in the Minority Male Assistance Program. Plans are in place to address this deficiency. We hired a Student Activities Specialist in March of 2024. We are tracking this cohort.

During the 2023-2024 academic school year, we had 6 female students participated in the Minority Male Assistance Program. Plans are in place to address this deficiency. We hired a Student Activities Specialist in March of 2024. We are tracking this cohort.

B. TO PROVIDE CO-CURRICULAR ACTIVITIES.

Success Indicator:

Attendance and participation in academic, cultural, and service activities.

Status: The framework for this metric is solid. Once we have a dedicated staff member in place, the data will show an extraordinary improvement in this area

Objective II: To retain minority students facing academic challenges such as excessive absences and/or course failure.

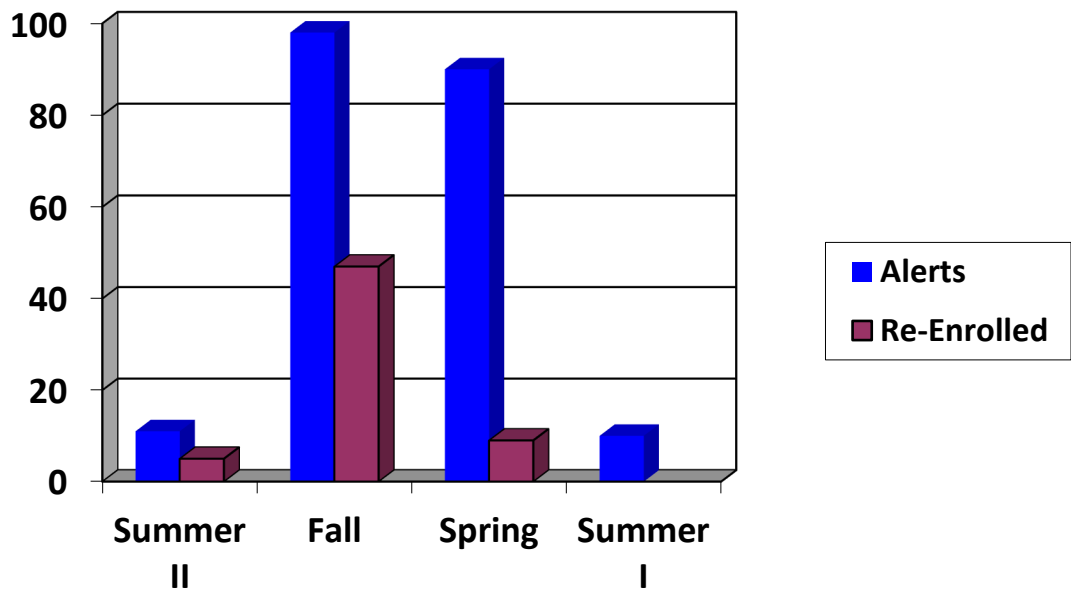
Success Indicator:

50% of minority students receiving an early alert will be retained to subsequent summer or Fall semesters.

Status:

In the academic year of 2024, alerts were received for 210 students that included excessive absences, late work, lack of effort, poor test scores, and low performance. 11 students received alerts in the Summer II term and 5 students re-enrolled in Fall for an 45% retention rate. In Fall 2023, 98 students received alerts and 47 enrolled in the Spring 2024 semester for a 48% retention rate. 90 students received alerts in the Spring 2023 semester and 9 re-enrolled in Summer 1 for a 10% retention rate. 10 alerts have been received for Summer 1 with no determination on how many students will enrolled in Summer II.

See chart below.



Objective III: To strengthen academic advising for minorities.

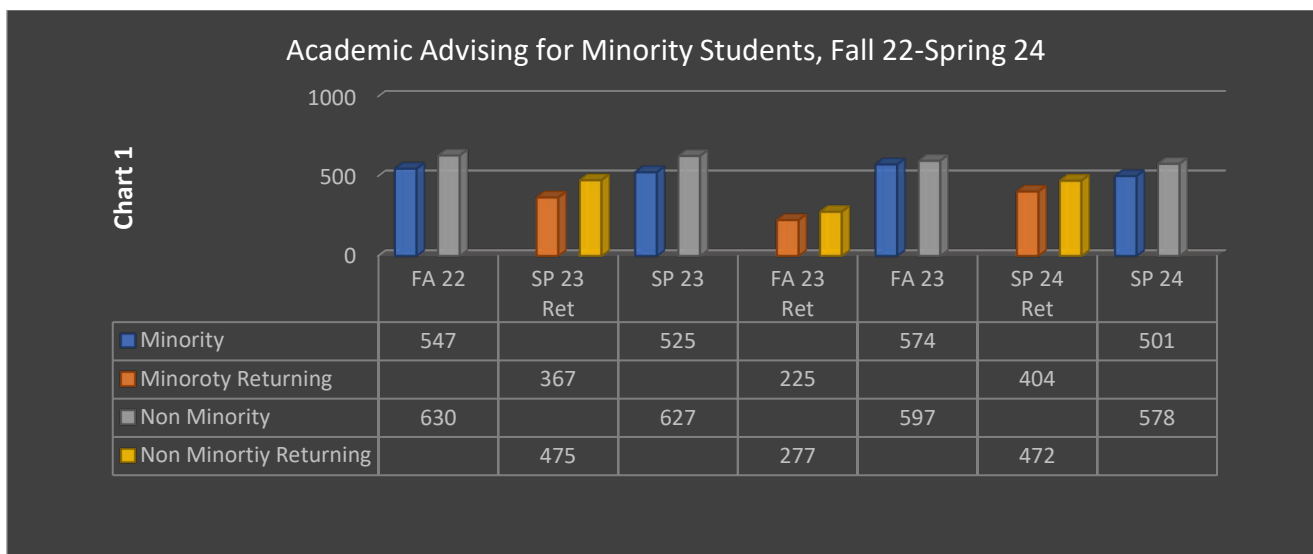
Success Indicator:

At least 45% of the minority students advised will be retained from semester to semester.

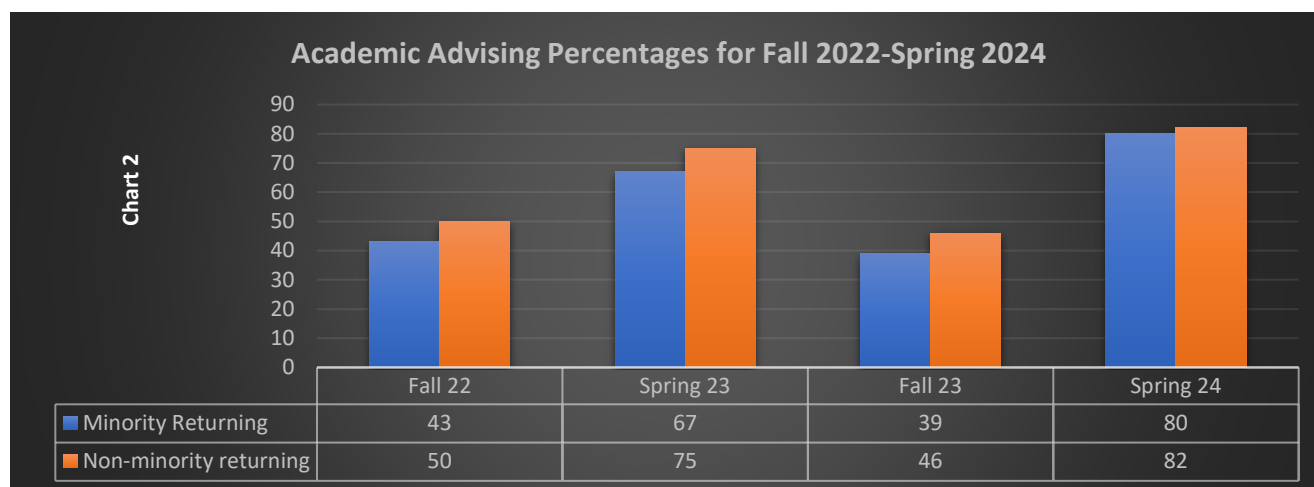
Status:

Data suggests that over a four-semester span, the retention rates for minorities who receives academic advising meets or exceeds the 45% threshold set forth by our success indicator in 2 of the 4 semesters.

(See chart below)



The data referenced in above charts illustrates the retention data starting with Fall of 2022 and continuing with each subsequent semester. The chart illustrates how minority students compare, with non-minority.



Objective IV: To remove financial barriers for minority students by providing assistance through federal, state, and institutional programs and services.

A. FINANCIAL AID WORKSHOPS

Success Indicator:

EACC's financial aid workshops will equip freshmen students with a comprehensive understanding of the diverse financial aid options and resources available to support their educational journey.

Status:

During the fall 2022 semester, EACC provided four (4) financial aid workshops. Thirty-five (35) students attended, and twenty-five (25) of those in attendance were minorities. Ten (10) of the minority students who attended the financial aid workshops returned for classes in the Fall 2023 (AY24) semester, resulting in a retention rate of 40% for minority students who attended the financial aid workshops. *Note: Retention rate does not include those who have graduated or successfully transferred to a four-year institution.*

B. COLLEGE WORK-STUDY PROGRAM

Success Indicator:

At least 70% of minority students in the college work-study program will be retained from Fall to Fall.

Status:

During the fall 2022 semester, twenty-two (22) students participated in the Federal Work-Study program, and fifteen (15) of these students were minorities. Of those fifteen (15) minorities students, ten (10) returned for classes in the fall 2023 semester, and five (5) students graduated, resulting in a retention rate of 100% for minority students who participated in the Federal Work-Study program.

Objective V: To retain minority participants in the Student Support Services Program.

Success Indicators:

At least 65% of minority students in the Student Support Services Program will be retained from Fall to Spring and 35% will be retained from Fall to Fall.

Status:

Eighty-four (84) minority students received services through Student Support Services during the FA24 (fall 2023) semester. Four (4) of these students graduated in December 2023, leaving eighty (80) eligible to return. In Spring 2024, fifty-nine (59) of those eighty (80) eligible to return re-enrolled for a retention rate of seventy-four percent (74%).

Ninety-Seven minority students received services through Student Support Services during the FA23 (Fall 2022) semester. Twenty-Six (26) of these students graduated in December 2022 thru May 2023, leaving seventy-one (71) eligible to return. In FA23, forty-six (46) of those seventy-one (71) eligible to return re-enrolled for a retention rate of sixty-five percent (65%).

Objective VI: To recruit and retain minority faculty and staff.

A. TO ADVERTISE JOB OPENINGS

Success Indicator: EACC will utilize recruitment channels that are accessible to all to ensure equality of access to job postings, and to attract a diverse pool of candidates for available positions. The minority hiring rate will reflect an emphasis on diverse recruitment.

Status:

EACC expanded recruitment channels to include several online platforms available to users at no cost. EACC has simplified the application process, providing an online application tool to allow users to submit applications from their phone. The number of applications received has more than doubled since implementation of this tool. The Employment Security Division receives copies of position announcements and all EACC job openings are listed on the EACC website.

For the fiscal year 2023-2024, EACC employed 220 individuals. Of the 220 employees, 70 identified as a minority, comprising 32% of the employment population. The College on-boarded 32 new hires during the academic year, 13 of which identified as a minority, resulting in a minority hiring rate of 44%.

Employee terminations and retirements totaled 14, of which 6 identified as minority, or 43%.

B. TO OFFER INCENTIVES

Success Indicator: EACC will strive to offer a competitive salary and benefits package that is comparable to other schools within the State of Arkansas. EACC will introduce employee rewards and incentives, and a robust benefits package that is competitive with organizations within the region.

Status:

EACC offers a generous fringe benefit and leave package to employees with 100% of health and dental insurance paid for the employee, employer paid life insurance, long term disability insurance and EAP services. Employees are provided with a leave benefit package that is more generous than the private sector, including paid annual leave, sick leave, holiday pay, educational leave, catastrophic leave and paid maternity or parental leave for qualifying individuals. EACC offers three retirement plans with an employer contribution rate of 14% - 15.32%, which is well above the regional average.

Employees and their dependents may receive tuition waiver for EACC class enrollment. EACC has implemented a recognition program that includes year of service recognition, career service bonuses, and annually recognizes an Outstanding Faculty Member and Outstanding Staff Member. The recipients are chosen by committee and receive an award of five hundred dollars (\$500) at the annual award ceremony in April. EACC offers a Faculty and Staff Emeritus designation that is annually awarded to deserving retiring staff of EACC.

In reviewing a salary survey of Arkansas Community Colleges, EACC salaries were in line with similarly sized schools within the state. A notable increase cost of living and merit increase was provided to staff during the 2023-2024 academic year in order to increase the overall compensation. New salary ranges were adopted and implemented at the beginning of the 2024 Academic year, which increased EACC's starting salary from \$11.10 per hour to \$13.50 per hour. The faculty pay scale was adjusted to allow for equitable compensation between the College and the public school system. The technical faculty scale was revised to include additional compensation for achievement of an associate's degree. Prior scales only provided additional compensation for a bachelor's degree or higher.

Number and position title of minority faculty and staff who worked for East Arkansas Community College during the 2023-2024 academic year.

32% of the positions at East Arkansas Community College are held by minority employees.

/ Position Title

1FT	Academic Advisor & Career Services Specialist
1FT	Academic Advisor /Student Engagement Specialist
1FT	Academic Advisor/Student Retention Counselor
2FT	Admin Specialist I
1FT	Admin Specialist II
1FT	Adult Education Recruitment Paraprofessional
1FT	Assistant Registrar
4 FT	Career Coach
1FT	College Success Coach
1FT	Community Outreach Coordinator
1FT	Dean of CTE
1FT	Dean of Student Services
2 FT	Director of Career Coaches /Secondary Career Center
1FT	Director of Financial Aid

1FT	Director of Recruiting
1 PT	EMT Instructor
1FT	Fiscal Support Specialist
3FT	Institutional Services Asst
1FT/1PT	Instructor-Cosmetology
3FT/2PT	Instructor-Truck Driving
1FT	Lab Supervisor
5FT/1PT	Maintenance Assistant
1FT	Maintenance Specialist
1FT	Maintenance Supervisor
1FT	Payroll Services Specialist
1FT	Recruiter and Student Activities Specialist
3PT	Security
1PT	SSS Tutor
1FT	SSS Tutorial Specialist
1FT	Student Advisor
1PT	Technical Assistant
1FT	Transfer Career & Advising Specialist
1FT	VP of Academic Affairs

Full-Time Faculty

9

Adjunct Faculty

4

PT Community Education

5

Objective VII. To retain minority participants in the Veteran's Affairs Program.

Success Indicator:

To retain at least 50% of the minority students in the Veterans' Affairs Program from the Fall to Spring semester.

Status:

During the fall of 2023, there were 19 students enrolled who received Veterans' benefits. Among these students, 11 were minorities, representing 58% of the total. Of the 11 minority students enrolled in fall 2023, 6 were retained to spring 2024, resulting in a retention rate of 55%.

Success Indicator:

To retain at least 45% of the minority students in the Veterans' Affairs Program from Fall to Fall.

Status:

During the Fall 2023 semester, there were nineteen (19) students receiving Veterans' benefits. Of those, eleven (11) students were minority students 58%. Of the eleven (11) minority students enrolled during the Fall 2023,

six (6) were retained from the Fall 2022 term. Thus, 55% (6 of 11) of minority students receiving Veterans benefits were retained.

Objective VIII. To retain minority participants in the Career Pathways Initiative (CPI)

Success Indicator:

To retain 60% of Career Pathways minority students from Fall-to-Fall semesters (seeking Technical Certificate or higher).

Status:

During the fiscal fall 2023 semester, EACC Career Pathways had 44 minority students enrolled in Technical Certificate programs or higher. Of those 44 students, 28 minority students were retained into the fiscal fall 2024 semester. This is a 63.6% retention rate for the reporting period. 11 students graduated of the 16 students who did not return.



2023/2024 MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

Ginger Otwell
Office of Institutional Effectiveness
June 27, 2024

HENDERSON STATE UNIVERSITY

2023/2024 Minority Recruitment & Retention Annual Report

Throughout the years, Henderson State University has always strived to meet the needs of all of our students and employees, including our underrepresented populations. The university encourages scholarly and creative activities in a caring, personal atmosphere that has reflected the university's motto for more than a century, "School with a Heart". One of the university's primary missions has been, and will always be, to create an environment that reflects the diversity of our administration, faculty, staff and students while preparing students to be career-ready in high-demand fields that drive community economic development.

Although the university declared financial exigency in 2022, Henderson continues to provide equitable access to all students from all backgrounds to help them achieve their goals. As we regain our footing as a campus community and a university, Henderson will uphold these same goals.

The following information presents an overview of the current status of diversity on the Henderson State University campus.

Multicultural Students

In the academic year 2023, Henderson's unduplicated student enrollment was 2,777, one of our lowest enrollment years in years. The low enrollment may have been due to the university declaring financial exigency in May of 2022 and the phasing out of 25 programs. We increased our total year enrollment by 4% in the academic year 2024. It was through the hard work of both admissions and the university. We also saw a 5% increase in the diversity of our students this academic year.

2023-2024 TOTAL STUDENTS

ETHNICITY	#STUDENTS
2 OR MORE	61
AI	24
AS	23
BL	811
HAW	4
HISP	164
INTL	86
UNK	7
WH	1720
TOTAL STUDENTS	2900
% MULTICULTURAL	40%

Multicultural Employees

The employees at Henderson State University have also undergone several changes between academic year 2023 and academic 2024. We started with a hiring freeze on positions where employees left or retired from Henderson. In order to replace staff members that left the institution each department had to justify the need in detail. In regard to faculty, there was a large cut in full-time faculty in part due to the cut in degree programs and the need to help stabilize the overall budget for Henderson. Henderson went from 404 employees in academic 2023 to 315 employees in academic year 2024. We also saw a 1% drop in the diversity of our employees.

2023-2024 TOTAL EMPLOYEES

ETHNICITY	# EMPLOYEES
African American/Black	47
American Indian	1
Asian	4
Hispanic	7
White	240
2 or More Races	12
Not Reported	4
TOTAL EMPLOYEES	315
% MULTICULTURAL	23%

Full-time faculty positions were hit the hardest during the financial exigency. Henderson decreased in the number of full-time faculty from 94 in academic year 2023 to 79 in academic year 2024. This is a 16% decrease. We also saw a 6% drop in the diversity of full-time faculty positions.

2023-2024 TOTAL FULL-TIME FACULTY

ETHNICITY	# EMPLOYEES
African American/Black	5
Asian	3
Hispanic	2
White	63
2 or More Races	4
Not Reported	2
TOTAL FULL-TIME FACULTY	79
% MULTICULTURAL	18%

Part-time employee numbers also decreased from academic year 2023 to academic 2024 by 26%. However, we did show a 1% increase in the diversity of our part-time employees.

2023-2024 TOTAL PART-TIME FACULTY

ETHNICITY	# EMPLOYEES
African American/Black	6
Asian	1
Hispanic	1
White	59
2 or More Races	3
Not Reported	1
TOTAL PART-TIME FACULTY	71
% MULTICULTURAL	16%

Below is a list of the positions held by multi-cultural employees at Henderson:

POSITION TITLE	# EMPLOYEES
Administrative Analyst NE	1
Administrative Specialist II	2
Administrative Support	1
Assistant Coach	3
Assistant Professor	2
Assoc VP Enrollment Serv & Adm	1
Assoc. Dean of Student Services	1
Associate Librarian	1
Associate Professor	6
Associate VC for Academic Affairs	1
Associate Vice President	1
Coach	2
Computer Support Technician	1
Counselor	5
Department Chairperson	1
Director Of Alumni	1

POSITION TITLE	# EMPLOYEES
Director Of Student Aid	1
Director Of Testing	1
Professor	5
HE Public Safety Commander I	1
HEI Program Coordinator NE	1
HEI Program Coordinator	1
Institutional Assistant	2
Library Specialist	1
Library Technician	1
Part-Time Faculty	11
Project Program Manager	4
Project Program Specialist	7
Project/Program Director	1
Provost/VC for Academic Affairs	1
Public Safety Officer	2
VC for Student & External Affairs	1

Campus Events/Organizations

Henderson has a variety of offerings to help provide help in navigating college and it also offers campus events to foster diversity and inclusion on our campus.

Academic Success Center: The team of academic advisors in the Academic Advising Center is committed to student success. We focus on the individual academic needs of each student and steer them toward the programs and resources that will help them graduate from Henderson State University. We help our students grow by instilling a sense of responsibility and independence while respecting communication and cultural backgrounds. The center also provides a “Frequently Asked Questions” link and a link to the “Advising Road Map” in order to help students prepare for the upcoming school year.

Financial Aid: An understanding of financial planning while at college is vital to a student’s success. Henderson’s financial aid office works hard to provide counseling to students and their parents on the types of scholarships, grants, and loans that are available to the student each year. The also do presentations in various high schools to students and parents to talk about the FAFSA and the aid that is available at Henderson.

Early Alert System: With this system, faculty members can identify students in their class who are in academic distress to the Academic Success Center. In turn, advisors can reach out to the students and talk about the best course of action for the student. This is done in hopes of getting the student back on track to graduate.

Student Activities: Students and employees are encouraged to attend a wide range of activities, programs and organizations as a way to educate everyone on diversity and inclusion. By attending the activities students can begin developing a relationship with the school which can ultimately to better retention and graduation of our students.

Special Organizations: There are several student organizations on our campus that hold events regarding diversity and inclusion. The include the Black Student Association, Growth Acknowledgement Intelligence Tolerance/Queer-Straight Alliance (GAIT), Henderson International Student Association (HISA), League of Latinos, and Secular Student Alliance. We also have several spiritual and religious organizations such as Angelic Voices of Christ (AVOC), Baptist Collegiate Ministry (BCM), Chi Alpha Christian Fellowship, Missionary Baptist Student Fellowship (MBSF), and Sigma Phi Lambda.

Greek Life Mission: The Office of Sorority and Fraternity Life at Henderson State University is dedicated to the development of its diverse student body through close collaboration with the University Community, Greek Alumni, Inter/national organizations, and the Arkadelphia Community. We will provide quality academic, personal, social, and service opportunities that will empower our students to serve, lead, and conduct themselves with integrity and in accordance with our core values: academic achievement, service to humanity, and brotherhood/sisterhood.

Institutional Goals and Objectives

Henderson has hired a new Chancellor for our institution. Plans are to begin the process of creating a new strategic plan in the Fall 2024 term. However, please note that Henderson will continue its efforts to recruit and retain culturally diverse faculty, staff, and students, the Office of Student and External Affairs is utilizing the following strategies:

- To successfully attract and retain racially and ethnically diverse students, HSU must be able to meet the psychological, sense of belonging, and self-esteem needs of students. Retention services include counseling, tutoring, academic support, career planning, and placement services.
- Provide strong social support and integration-social and cultural activities and organizations.
- Sending job announcements to Historically Black Colleges and Universities.

Budget

Although Henderson does not have a designated office of diversity, the mission of the university is spread throughout the university departments, including but not limited to Human Resources, and Student Services. The expenses for all diversity initiatives and/or events are associated with the departments.



Minority Recruitment and Retention Report



North Arkansas College

2023-2024

North Arkansas College is intentional and strategic in increasing diversity for students, faculty, and staff at the institution. The following information indicates strategies and results from recent annual improvements. One of the college's strategic goals is to provide diverse extracurricular educational opportunities for students, faculty, and staff. In addition, one of the General Learning Outcomes is for students to demonstrate mastery in understanding issues of a diverse global society. Northark does this in several ways that are described below.

The data below indicate student demographics for fall enrollment and percentages by race/ethnicity for the past six years. Further specifics are identified in the second table.

Number of minority students, by minority group, who currently attend the institution.

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Nonresident alien	4	0.2%	5	0.3%	10	0.6%	6	0.3%	5	0.3%	7	0.4%
White	1523	84.1%	1408	84.0%	1314	81.9%	1482	82.7%	1495	80.5%	1520	79.3%
Unknown	17	0.9%	4	0.2%	26	1.6%	34	1.9%	50	2.7%	50	2.6%
Minority	268	14.8%	259	15.5%	254	15.8%	270	15.1%	306	16.5%	339	17.7%
Total	1812		1676		1604		1792		1856		1916	

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Nonresident alien	4	0.2%	5	0.3%	10	0.6%	6	0.3%	5	0.3%	7	0.4%
Hispanic	141	7.8%	146	8.7%	142	8.9%	148	8.3%	178	9.6%	189	9.9%
American Indian	9	0.5%	6	0.4%	4	0.2%	5	0.3%	12	0.6%	14	0.7%
Asian	19	1.0%	18	1.1%	14	0.9%	17	0.9%	7	0.4%	20	1.0%
Black	9	0.5%	16	1.0%	28	1.7%	28	1.6%	30	1.6%	25	1.3%
Pacific Islander	4	0.2%	4	0.2%	0	0.0%	7	0.4%	5	0.3%	4	0.2%
White	1523	84.1%	1408	84.0%	1314	81.9%	1482	82.7%	1495	80.5%	1520	79.3%
Two or more	86	4.7%	69	4.1%	66	4.1%	65	3.6%	74	4.0%	87	4.5%
Unknown	17	0.9%	4	0.2%	26	1.6%	34	1.9%	50	2.7%	50	2.6%
Total	1812		1676		1604		1792		1856		1916	

As indicated above, other than a slight decrease from Fall 2020 to Fall 2021, minority enrollment has increased steadily and sustainably from 14.8% to 17.7% since Fall 2018.

The college's international student population increased slightly from Fall 2022 to Fall 2023.

Number and position title of minority faculty and staff who currently work for the institution.

Number of minority adjunct faculty who currently work for the institution.

Number and position title of minority faculty and staff who began working at the institution in the past year.

The tables below provide a snapshot of the employment culture of Northark College. In FY 2023-2024, among full-time employees 14 employees identified as minority (up 1 from last year), 14 were currently employed in June 2024 (up 2 from last year), and 3 minority employees were hired during the academic year (up 1 from last year).

Among part-time employees, 8 identified as minority (up 2 from last year), 7 were currently employed in June 2024 (up 2 from last year), and 2 were hired during the academic year (up 2 from last year).

	Employees during FY 2023-2024	Current Employees June 2024	New Employees FY 2023-2024
Operations Coordinator – Carroll County Center	1	1	0
Dir Employee Resource Center	1	1	0
Faculty	7	7	1
SNAP E&T Coord Adult Ed	1	1	
Administrative Assistant	3	3	1
Coach	1	1	1
Full-Time Total	14 (+1 from last year)	14 (+2)	3 (+1)
Extra Help	5	4	2
Adjunct Faculty	3	3	0
Part-Time Total	8 (+2 from last year)	7 (+2)	2 (+1)

Number of minorities by minority group: Full-time faculty who currently work for the institution.

As of June 2024, two employees identified as Black, five as Hispanic or Latino (down 1 from last year), 7 as American Indian/Alaska native (down 1 from last year), 2 as Hawaiian/Pacific Islander, and 1 as two or more races (the same as last year).

	Employees during FY 2023-2024	Current Employees June 2024	New Employees FY 2023-2024
Black	2	2	0
Hispanic or Latino	5	5	1
Asian	2	2	1
American Indian/Alaska native	7	7	2
Hawaiian/ Pacific Islander	2	1	0
Two or more races	1	1	0

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students.

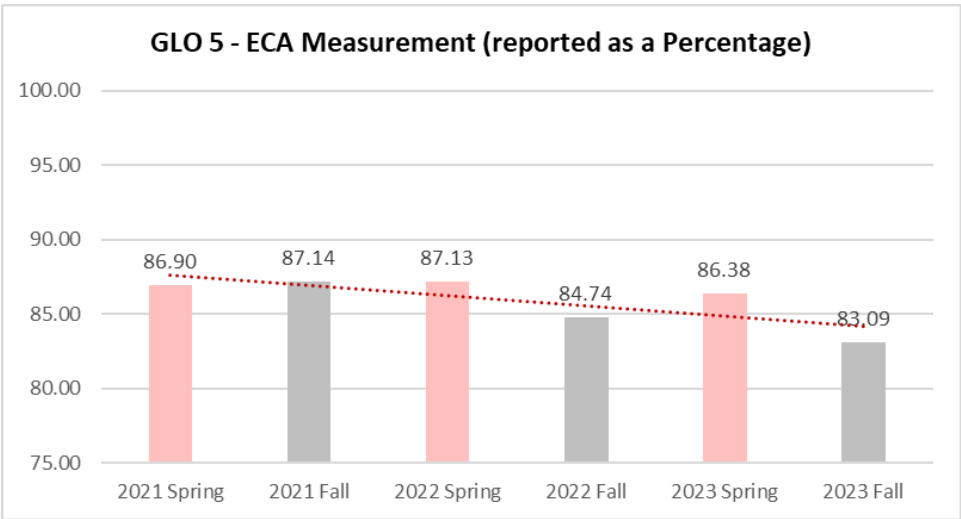
In the 2021-2022 academic year, Northark Arkansas College created a new strategic plan after having spent more than a year operating under a calendar extension of the previous plan due to the COVID-19 pandemic. The new plan, titled “Vision 2025,” was approved by the Board and implemented beginning in Fall 2022. It contains Strategic Objective 2.4, “Provide diverse cultural and educational opportunities.” Action steps taken under this plan at the time of this report (June 2024) that relate to minority recruitment and retention include the following:

- Operated Short-Term Study Abroad program for cultural diversity.

Additionally, actions taken during AY 2023-2024 that generally advanced the goal of recruiting and retaining minority students include the following:

- Continued to use previously implemented learning experiences for diversity, e.g., a mannequin of color for the Health Professions Simulation Center.
- Increased international student population.
- Continued to employ a bilingual recruiter and a bilingual advisor.
- Partnered with Adult Education – ESL program.
- Scheduled one-on-one visits with parents and families.
- Accepted student registrations/course enrollments at Carroll County Center each semester.
- Increased course offerings at the college’s Carroll County Center, which serves a large proportion of minority (Hispanic or Latino) students.
- Provided FAFSA assistance in Carroll County, including Financial Aid Nights at Carroll County high schools.
- Hosted FAFSA application assistance in Carroll County.

Results for General Learning Outcome #5: “Students will be able to discuss issues of a diverse global society.”



GLO comparisons should be made to like terms (Fall to Fall; Spring to Spring). Across 3 fall semesters, GLO 5 values show a range of 4.05% from the high value of 87.14 (Fall 2021) to the low value of 83.09 (Fall 2023). Fall 2022 fell in between these values (84.74), showing a negative (decreasing) trend overall. Across 3 spring semesters, GLO 5 values show a range of 0.75% from the high value of 87.13 (Spring 2022) to the low value of 86.38 (Spring 2023). Spring 2021 fell in between these two values (86.90%). As a fluctuation range of less than 1%, the spring semester performance trend should be considered stable. With a negative fall performance trend of 4.05%, the full 6 semester trend is negative as the fall trend represents a significant decrease in performance.

CCSSE Data

Additionally, data from the CCSSE, which we administer biannually, provides another angle on our performance. At the time of this report’s submission (June 2024), we are still awaiting our most recent CCSSE results, which should be available within the next month. We will include those in next year’s Minority Recruitment and Retention Report. For now, here is the same information that we reported last year from CCSSE item 9c:

Question	Northark	Comparison Cohort
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	2.82	2.71

Graduation and persistence rates by gender and race/ethnicity

Graduation rates of first-time, full-time, degree/certificate seeking students

	Cohort Year							
	2012	2013	2014	2015	2016	2017	2018	2019
All Students (Total)	23%	29%	33%	31%	24%	27%	28%	32%
Male	23%	25%	30%	30%	27%	24%	25%	37%
Female	24%	34%	36%	32%	21%	29%	32%	27%
White	24%	31%	33%	32%	24%	30%	30%	33%
Minority	7%	15%	33%	22%	22%	10%	18%	26%
Pell Grant Recipient		27%	34%	29%	21%	23%	24%	25%

Persistence (graduation, transfer, or continuation after 3 years)

	Cohort Year							
	2012	2013	2014	2015	2016	2017	2018	2019
All Students (Total)	53%	59%	57%	54%	54%	44%	44%	56%
Male	52%	54%	56%	55%	49%	36%	40%	60%
Female	54%	65%	59%	53%	54%	47%	49%	52%
White	53%	62%	56%	55%	53%	50%	46%	57%
Minority	54%	35%	65%	28%	61%	36%	36%	52%
Pell Grant Recipient		73%	54%	34%		*	*	*

* No longer tracked in IPEDS

The persistence rate for the 2019 cohort was up significantly across all demographics. It should be noted that minority percentages are based on very small sample sizes; for the 2019 cohort, the student population identified as minority (not including "race/ethnicity unknown") was 54. While these numbers display a positive upward trend in the number of minority students enrolled at Northark, the total population remains relatively small, such that changes in graduation, transfer, and/or three-year continuation rates as small as five or six students will produce large impacts on persistence percentages.

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority faculty and staff.

- Northark uses intentional action to improve diversity in faculty and staff. The college advertises for faculty and staff internally, locally, statewide, and (for some positions) nationally, which helps these advertisements to reach a larger and more diverse pool of potential applicants. All job vacancy postings emphasize the college's commitment to diversity and equal opportunity and state that Northark is an affirmative action/equal opportunity employer.
- Northark offers diversity training during formalized search committee training as well as informal training for members of such committees during actual searches for new employees. All employees are required to attend formal training before they are eligible to serve on such a committee, and a training session is scheduled at least twice each year for employees who have not yet received one. The subject of diversity and the importance of searching intentionally for diverse employees is covered in these training sessions.
- Initial search committee meetings held in preparation for hiring a new employee start the session by discussing the importance of recruiting diverse faculty and staff 1) to enhance student experiences with diversity while at Northark, and 2) to culturally improve the work environment by fostering diverse ideas and improving innovation.
- The college strongly supports the professional development of all faculty and staff. In FY 2021-2022, the existing Center for Teaching and Learning was redesigned and relaunched as the new Employee Resource Center. The CTL had previously handled faculty professional development, but it had fallen into significant disuse during the COVID-19 pandemic. The new ERC operates under the leadership of two co-directors (instead of a single director) and its scope includes professional development not only for faculty but for all Northark employees. Like all employees, minority faculty and staff are encouraged to attend training workshops and/or seminars to enhance educational growth and progress.
- To improve students' ability "to discuss issues of a diverse global society" in accordance with GLO 5, faculty have expanded and modified their instructional objectives to include diverse experiences.

Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

As already noted, Northark launched its new strategic plan "Vision 2025" in AY 2022-2023. The plan includes strategic objective 2.4, "Provide diverse cultural and educational opportunities." Fulfillment of SO 2.4 is tracked through the use of Departmental Action Plans, or DAPs. These are department-specific initiatives designed to support and fulfill the college's divisional objectives (divided among Academic Affairs, Student Affairs, President's Office, Institutional Advancement, and Finance and Administration), which in turn are designed to support and fulfill the college's strategic objectives. In 2022-2023 the DAPs process was moved from a paper-and-PDF-based approach to an online Cognito form. This enables greatly enhanced data tracking and analysis. At the June 2024 meeting of the Northark Board of Trustees, the college's vice president of academic affairs used DAPs data, among other things, to present a 2.4 fulfillment report to the Board. The report's bottom line was that the college is doing a good job of "putting its money where its mouth is" when it comes to this objective. Here are four representative slides.

Strategic Plan Fulfillment



Student Government Association

Trip to ACC leadership conference in Little Rock



Study Abroad Courses

Courses offered in association with Study Abroad



ESSA Events

Guest speakers and workshops, including jeweler, artist, and faculty team-building



Poetry Reading

Poetry reading and workshop by Suzanne Underwood Rhoades



Community Resource Fair

Featuring local service programs at the Carroll County Center in Berryville



Business and IT Leadership

Launch of Business and IT Leadership Institute

Official result for 2023-2024: Successful development and offering of diverse extracurricular cultural and educational opportunities is still ongoing. Several opportunities were offered this past year, while others are still in the planning process, which will extend into next academic year. TARGET MET (70% of DAPs fulfilled).

Made with Gamma

Northark Study Abroad



2018 Thailand

15 travelers, 6 students



2019 Italy

29 travelers, 9 students



2022 Europe

15 travelers, 5 students



2023 Greece

30 travelers, 6 students



2024 Japan

14 travelers, 3 students

Made with Gamma

Northark Study Abroad



Cultural Immersion

Students gain global perspectives through immersive experiences in local communities.



Personal Growth

Studying abroad promotes self-reliance, adaptability, and a sense of independence.



Experiential Learning

Hands-on, international experiences reinforce academic concepts in meaningful ways.

Made with Gamma

Northark Study Abroad

Incredible Participation for a Community College

- Very few CC's offer short-term study abroad
- Northark numbers compare to larger universities
- Upcoming 2025 Trip: 4 nights Paris, 6 nights Moorish Andalusia, Spain



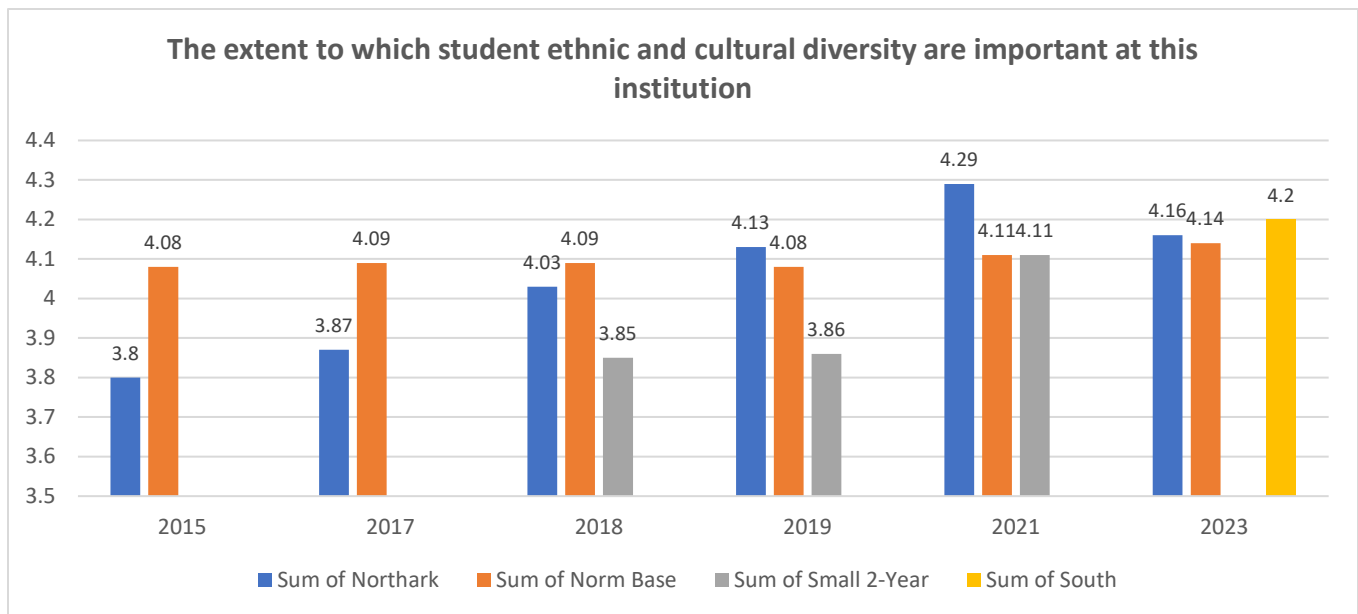
Made with Gamma

Another way SO 2.4 is measured, this time at the department level instead of the institutional level, is through the college's performance on the Personal Assessment of College Environment (PACE) survey, which is administered biennially to all employees by the Human Resources department:

- Item 18: Student ethnic and cultural diversity are important at this institution.

PACE uses a Likert scale of 1 (lowest) to 5 (highest) for all items, with 1 indicating strong disagreement and 5 indicating strong agreement with each item/question.

In 2019, Northark surpassed the PACE norm base. While this was only by 0.05, it did indicate that foundational modifications in recent years were changing the culture. In 2021 the gap between Northark and the normal base widened to 0.18. Note that the college did not administer the PACE survey in 2020 in order to begin offering PACE and CCSSE in alternating years. In addition, beginning in 2018 a comparison to other small 2-year colleges was included in the survey results. Northark has scored higher in each year measured, gaining 0.18 in 2018, 0.27 in 2019, and 0.19 in 2021.



In addition to all of the above, the College will continue to use the following strategies:

- All faculty and staff are equipped with state-of-the-art laptops that enable real-time distance support, recruitment, and real-time conversations with students.
- All faculty and staff associated with Northark College have been trained in the use of Microsoft Teams and Zoom software. Advising and recruiting opportunities are no longer limited by location, and accessibility options have expanded to include four distinct options: face-to-face, email, telephone, and Zoom or Teams. Tracking of use has been blurred, as this has now morphed into normal operations. Surveys both formal and informal have proven that this approach is a significant success.

- The college will seek an increase in Carroll County employer participation at the annual job fair, as measured by the number of employers in attendance.
- Since the Fall 2019 semester, a member of Northark's Carroll County Center has been a member of Berryville Chamber of Commerce and other civic organizations in the Carroll County service area.

Include your timeline, budget, and methods used to assess and monitor progress.

- Budgets for diverse experiences are included in departmental budgets, the general instruction budget, and the HR budget, and in grant funds where applicable. Northark intends to continue funding these activities and growing outreach opportunities.
- As mentioned previously, the college's Study Abroad program has now resumed, with students, faculty, staff, and community members traveling to Japan in June 2024. Additionally, DAPs will continue to be written to increase diverse experiences in instructional methods and curricula.
- Methods for assessment include embedded course assessments to address general education outcomes including GLO 5, the use of CCSSE to monitor progress for students' perception of learning in diverse experiences, and use of PACE for assessing and analyzing employee perception of whether the institution effectively promotes diversity in the workplace and whether student ethnic and cultural diversity are important at this institution. Additionally, the college monitors enrollment trends for the student minority and international populations.
- The timeline for monitoring progress involves assessment of learning outcomes at the end of each academic semester, administration of the PACE survey biennially in the fall semester, and biennial administration of the CCSSE survey. Each year DAPs are reviewed in late spring, along with other indicators, and this is followed by creation of DAPs for the following academic year using information gained from analyzing the previous year's results.

NATIONAL PARK COLLEGE ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT



2023-2024



Institutional goals and objectives related to the recruitment and retention of minority students:

National Park College's 2020-2025 Strategic Plan includes as one of its strategic goals fostering cultural competence and facilitating a campus climate that supports an inclusive community, respectful of diverse opinions, views, and ideals.

Campus activities that foster a respectful and welcoming culture for all:

Black Student Association

The Black Student Association (BSA) has made significant strides in recruitment and fostering fellowship among members. BSA at NPC has successfully recruited four new members to fill key positions including Vice President, Secretary, Treasurer, and Public Relations Officer. At the coordinated "Meet and Greet" event served as both a recruitment tool and opportunity for newly established members to connect. During this event, officers and prospective members engaged in card games, enjoyed food and refreshments, while a QR code was prominently displayed, aiming to enhance recruitment efforts. Moving forward, we are committed to increasing our presence during upcoming terms.

Campus resources that aid in student persistence and completion:

Student Services

The college administers federally funded programs providing academic and support services for minority college students, first generation college students, low-income college students, non-traditional college students, and students with disabilities.

Student Support Services (SSS)

SSS, a TRIO Program, provides services and programs to first generation, low income, and/or disabled students at NPC to increase their persistence in higher education, their GPAs, their graduation rates, and their transfer-after-degree rates. These services and programs include intrusive academic advising, comprehensive transfer assistance, academic and disability support, financial literacy training, and academic tutoring/coaching.

Career Pathways

Career Pathways is a grant program that provides participants with academic advising, mentoring, financial assistance (gas cards, laptop computers, supplies, and childcare vouchers), and career advising. The goals of this program include student success, but also career and workforce placement.

Enrollment Services Center

The NPC Enrollment Services Center is staffed with master's degree-level professionals who provide academic and personal advising to NPC's minority students. This advising includes assistance with admissions, enrollment, degree audits, the Early Alert program, mentoring, course placement and testing, and career services. NPC's rising rates of retention and

persistence align with its emphasis on early intervention through mandatory Orientation, D2L training, and College Seminar curriculum (mandatory for many first time, full-time, non-technical degree seeking students). These efforts are focused on increasing retention, persistence, and graduation rates.

Adult Education

The Adult Education Center offers a wide range of classes that are available to any adult over the age of 18, as well as 16- and 17-year-olds under certain conditions. The program offers Adult Basic Education (ABE), General Adult Education (GAE), English as a Second Language (ESL), W.A.G.E. program, industry-specific certification instruction and testing, and on-site GED testing. Students who graduate with a GED from the National Park Adult Education Program are eligible to enroll in college. Those who attend National Park College are eligible for a scholarship. The Adult Education Program serves a large underprivileged population of Garland County residents. Out of 1,128 students served, 44% consisted of minority students.

Financial Aid specifically for minority students

Most of the scholarships awarded by National Park College are open for all students to apply. However, there are scholarships available that encourage minorities to apply. These include: The Hovey Henderson Institutional Scholarship, Kristy Carter Book Scholarship, and the Junius M. & Peggy J. Stevenson Scholarship.

Institutional goals and objectives related to the recruitment and retention of minority employees:

Goals

National Park College's Diversity initiative in its 2020-2025 strategic plan outlines goals of celebrating diversity among students, staff, faculty, and supporting constituents, as well as identifying and eliminating institutional barriers to cultural diversity.

Activities

National Park College is an Equal Opportunity/Affirmative Action Institution and is committed to providing equal opportunities through employment practices. The college advertises faculty vacancies in local area newspapers, statewide newspapers, national publications, targeted educational web sites, social media, Indeed, LinkedIn, and the college's own website. These publications allow the college to attract the maximum number of minority applicants. Reviews of applicants' credentials are completed without any prior knowledge of minority status, to ensure impartiality in the selection process. Institutional policy requires that all full-time positions are vetted through a search committee process and all search committees are required to have minority representation.

Additionally, National Park College was named one of 16 Most Promising Places to Work in Community Colleges by the National Institute for Staff and Organizational Development (NISOD) and Diverse: Issues In Higher Education in 2023. The award is presented annually to

community and technical colleges who show a commitment to diversity through best-in-class student and staff recruitment and retention practices, inclusive learning and working environments, and meaningful community service and engagement opportunities.

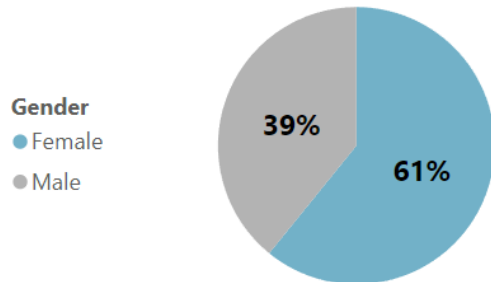
Through the Quality Pay Initiative, there was no pay gap between male and female faculty members for the seventh year in a row. NPC assists international faculty members with transitioning so they can teach on campus and share new cultures with our students.

A key element of the college's strategic plan is focused on improving cultural awareness on campus and actively recruiting employees from diverse communities. Such efforts can only improve the college experience by encouraging a diverse learning environment for students.

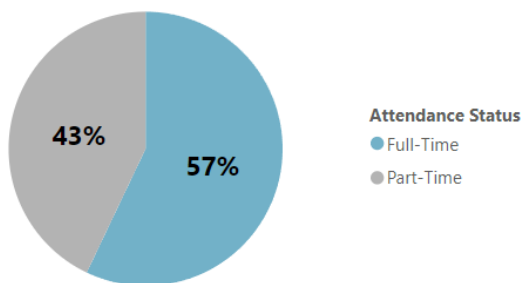


MINORITY STUDENT DEMOGRAPHICS

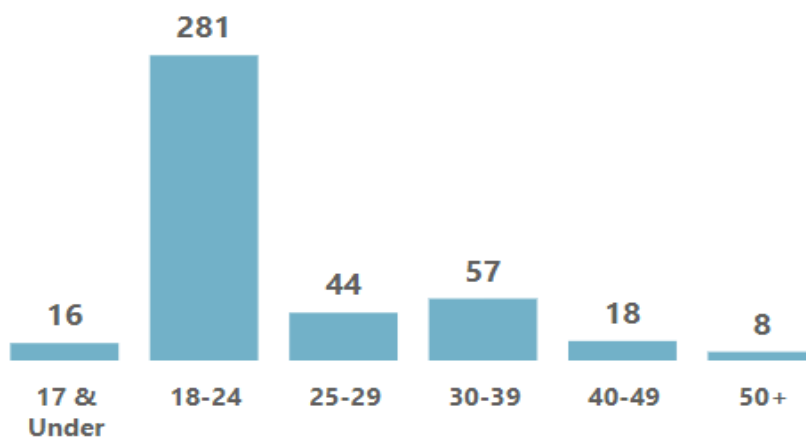
AY 2024 Minority Student by Gender



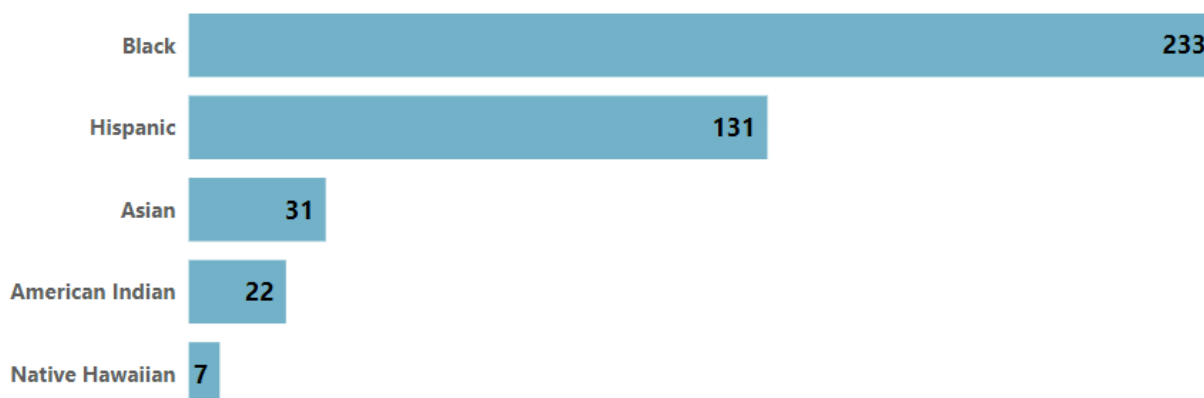
AY 2024 Minority Student Attendance Status



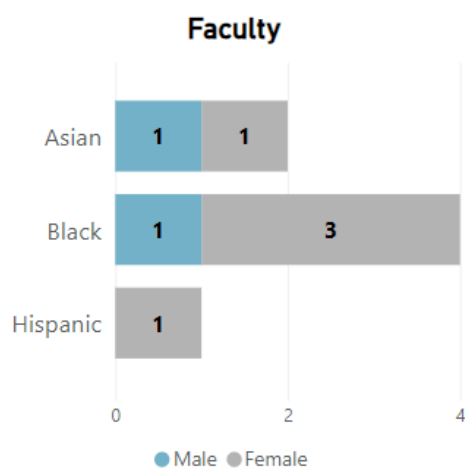
AY 2024 Minority Student by Age Range

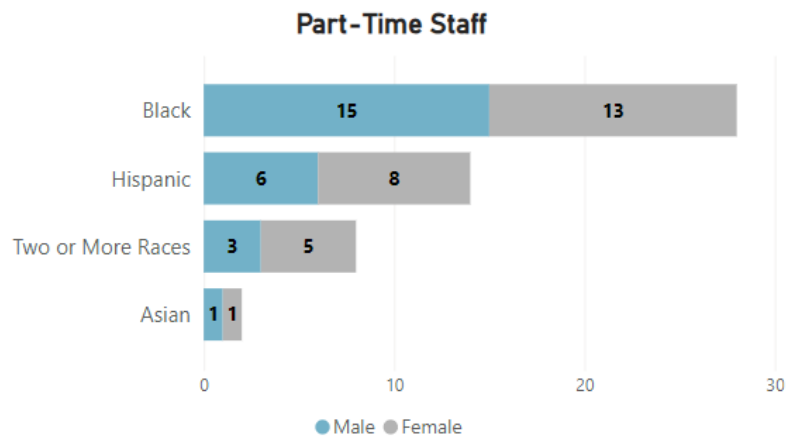
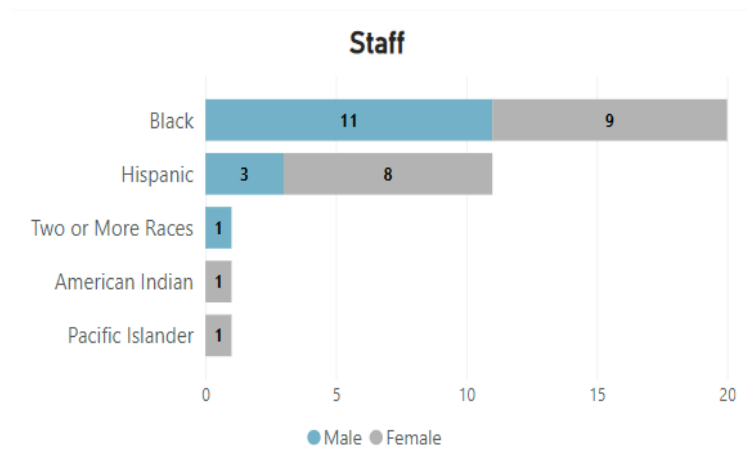


AY 2024 Minority Student Ethnicity



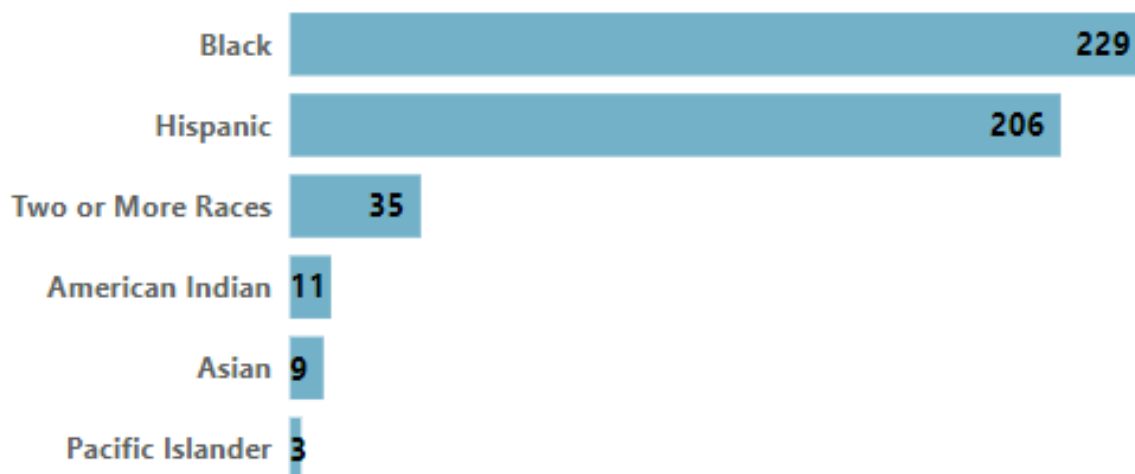
MINORITY FACULTY/STAFF DEMOGRAPHICS





ADULT EDUCATION MINORITY STUDENT DEMOGRAPHICS

Adult Education





**Annual Report on the
Recruitment and Retention of
Minority Students, Faculty and Staff**

Academic Year 2023-2024

**Prepared in compliance with
Act 1091 of 1999**

Introduction

Northwest Arkansas Community College prepares all learners for success in a welcoming, supportive, and open environment. We respect our differences and view them as strengths, which inspires us to develop our cultural dexterity and recognize the dignity inherent in every human being.

Diversity and Inclusion Vision Statement

NorthWest Arkansas Community College (NWACC) is committed to providing an environment in which every resident of our service area feels welcomed and supported, regardless of race or ethnicity or other factors that reflect the diversity of our community. The college strives to recruit and retain minority faculty and staff whose backgrounds and life experiences help them relate to our students. Our intention is to provide our students with opportunities to learn from and interact with faculty and staff who reflect the diversity of our region, thereby preparing our students for success, no matter where in the world their work takes them. When we have a diverse campus, we better equip our students to make valuable contributions in the workplace and in the community, whether they work in Northwest Arkansas or in other parts of the world.

To put this commitment to diversity and inclusion into action, NWACC includes goals for diversity and inclusion in the college's strategic plan. The goal of every activity and program is to create an environment in which all students, faculty and staff can thrive. The success of any program depends on support from throughout the college, and the same is true for diversity and inclusion efforts. No one person or division can ensure the success of efforts to increase equity within the institution.

STUDENT NUMBERS

Table 1 demonstrates that the total headcount of minority students enrolled in credit courses in the Spring 2024 semester was 2,388 individuals, an increase of 317 students when compared to the 2,071 total minority students enrolled in the Spring of 2023. Hispanic students, our largest minority population, comprised 21.3% of our total student population in the Spring of 2023, with an increase to 23.5% in Hispanic enrollment occurring in Spring 2024. The total minority student population was 32% of our total student population for Spring 2024, an increase of 3% from Spring 23.

Table 1: Spring Headcount Comparison

		Spring 2023		Spring 2024		Percent Change
		Number	Percent	Number	Percent	
Headcount		7,138		7,355		3.0%
SSCH		52,313		55,050		5.2%
FTE		3,488		3,670		5.2%
Attend Status	Full-Time	1,514	21.2%	1,640	22.3%	8.3%
	Part-Time	5,624	78.8%	5,715	77.7%	1.6%
Gender	Male	2,867	40.2%	3,053	41.5%	6.5%
	Female	4,242	59.4%	4,287	58.3%	1.1%
	Unknown	29	0.4%	15	0.2%	-48.3%
Residence	Benton County	4,071	57.0%	4,201	57.1%	3.2%
	Washington County	2,350	32.9%	2,648	36.0%	12.7%
	Other In-State	338	4.7%	283	3.8%	-16.3%
	Out-of-State	379	5.3%	223	3.0%	-41.2%
Tuition Status	In-District	3,424	48.0%	3,543	48.2%	3.5%
	Out-of-District	3,265	45.7%	3,073	41.8%	-5.9%
	Out-of-State	364	5.1%	642	8.7%	76.4%
	Contiguous County	40	0.6%	41	0.6%	2.5%
	International	45	0.6%	56	0.8%	24.4%
Race/Ethnicity	Hispanic or Latino	1,523	21.3%	1,732	23.5%	13.7%
	Non-Hispanic Race:					
	Am Indian/Alaskan Native	78	1.1%	94	1.3%	20.5%
	Asian	242	3.4%	313	4.3%	29.3%
	Black/African American	188	2.6%	204	2.8%	8.5%
	Native Hawaiian	40	0.6%	45	0.6%	12.5%
	White	4,415	61.9%	4,463	60.7%	1.1%
	2 or more races	383	5.4%	313	4.3%	-18.3%
	Unknown	229	3.2%	172	2.3%	-24.9%
	Non-Resident Alien	40	0.6%	19	0.3%	-52.5%
Student Type	New Freshman	274	3.8%	258	3.5%	-5.8%
	New Transfer	301	4.2%	312	4.2%	3.7%
	Continuing Student	3,472	48.6%	3,598	48.9%	3.6%
	Re-Admitted Student	465	6.5%	443	6.0%	-4.7%
	High School Student	2,422	33.9%	2,589	35.2%	6.9%
	Visiting Student	204	2.9%	155	2.1%	-24.0%

Table 2 examines the retention rate based on students' race and ethnicity. Overall, the retention rate from Fall 2023 to Spring 2024 was 66.5% for all students (excluding high school concurrent and visiting students.) NWACC had a 66.7% retention rate for minority student populations. The largest minority group, Hispanic students had a retention rate of 66.8%.

Table 2: Fall to Spring Retention by Race/Ethnicity

Count of Returning Students*

	Hispanic or Latino Ethnicity		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Oth. Pacific Islander		White		2 or more Races		Unknown		Non- Resident Alien		Total	
Fall 2019 to Spring 2020																				
Returned	1,078	68%	59	75%	132	68%	104	64%	22	61%	2,370	65%	200	68%	62	62%	72	76%	4,099	66%
Total / Percent of Total	1,584	26%	79	1%	193	3%	162	3%	36	1%	3,651	59%	292	5%	100	2%	95	2%	6,192	
Fall 2020 to Spring 2021																				
Returned	870	65%	35	55%	113	68%	94	62%	21	62%	2,072	66%	190	67%	51	73%	34	69%	3,480	66%
Total / Percent of Total	1,330	25%	64	1%	165	3%	151	3%	34	1%	3,123	59%	284	5%	70	1%	49	1%	5,270	
Fall 2021 to Spring 2022																				
Returned	742	64%	35	69%	94	66%	89	61%	14	47%	1,945	65%	179	65%	54	68%	36	72%	3,188	65%
Total / Percent of Total	1,158	24%	51	1%	142	3%	145	3%	30	1%	2,972	61%	277	6%	79	2%	50	1%	4,904	
Fall 2022 to Spring 2023																				
Returned	903	70%	39	64%	98	69%	96	64%	19	53%	1,955	68%	188	65%	56	73%	31	70%	3,385	68%
Total / Percent of Total	1,298	26%	61	1%	142	3%	149	3%	36	1%	2,876	58%	288	6%	77	2%	44	1%	4,971	
Fall 2023 to Spring 2024																				
Returned	982	67%	40	70%	131	73%	102	63%	23	49%	1,915	67%	155	64%	68	65%	13	76%	3,429	67%
Total / Percent of Total	1,471	29%	57	1%	180	3%	162	3%	47	1%	2,874	56%	241	5%	104	2%	17	0%	5,153	

LIFE Program

Learning, Improvement, Fun and Empowerment (LIFE), created here at Northwest Arkansas Community College and now going into its eleventh year, is an educational empowerment program for area high school students that is strongly supported by a near-peer mentoring component. Currently enrolled NWACC students apply, go through a panel interview process, and eight are selected to serve as volunteer mentors to students from area high schools. Although LIFE is not limited to students of color, all the current program mentors and most of the student participants identify as Hispanic or Latinx. In a normal academic year, mentors are in contact with high school students from thirteen North West Arkansas high school, middle, and elementary schools, whose exposure to college may be limited, to help them understand possibilities for postsecondary study. Mentors share their own personal experiences of their educational journeys with these students. Most of the students will be first-generation college students if they choose to pursue a post-secondary education. All current LIFE mentors are first-generation college students that graduated high school just 1-2 years ago.

This spring our LIFE Mentor team of seven volunteer NWAACC student leaders spent an average of 50 hours each in area high schools during the spring 2024 semester to share their stories, present information about NWACC, recruit high school students to NWACC and the LIFE Summer Program, and to answer their questions. The team presented to 1,178 students at six local high schools.

The 2023 LIFE Summer Program held on the NWACC campus June 13, 14, 15 had a participation number of 83 students.

2023 LIFE Summer Program Participants

Ethnicity	
Native Hawaiian or Other Pacific Islander	7
Asian	3
Hispanic	63
Black or African American	2
White	8
Total	83

We are set to host the 2024 LIFE Summer Program on June 11, 12, and 13 and currently have 201 students registered.

Adult Education Program

The Adult Education Program at NorthWest Arkansas Community College, which is funded with \$950,000 in state funds and \$603,942 in federal funds, serves a diverse clientele in a variety of academic pursuits ranging from English language acquisition to GED preparation. The Adult Education Program has just completed its eighth year on the main campus. Graduating students receive a scholarship for a three-hour course at the main campus upon completion of their program.

Adult Education Minority Groups:

- American Indian or Alaska Native - 22
- Asian – 109
- African American – 29
- Hispanic – 921
- Pacific Islander – 5
- Two or more races – 2
- Minority Total – 1088
- White – 388
- Grand Total – 1476

Total federal funds – \$554,267.
Total state funds – \$1,171,634.

DIVERSITY IN THE NWACC WORKPLACE

While Northwest Arkansas Community College does not and will not have a specific numeric goal related to minority recruitment, two ongoing goals of the diversity and inclusion strategic plan relate to recruitment and retention of faculty and administrators from underrepresented populations. Those goals reflect the college’s awareness of the importance of having faculty and professional staff who can serve as role models for our students and who can increase the level of comfort that minority students feel on our campus.

There were 135 new hires for faculty and staff in 2023-2024. Of those, two were American Indian/Alaskan Native, four were Asian or Pacific Islander, three were Black/African American, Non-Hispanic, ten were Hispanic/Latino/Chicano, four were Two or More Races (Not Hispanic or Latino). Seven employees identified as “undeclared.” The remaining one hundred and five new hire employees identify as White, Non-Hispanic.

The data below reflects the racial and/or ethnic identities of 142 minority employees among a total of 936 employees as of May 2024. Please note that 61 employees declined to identify their race or ethnicity and 24 identify as undeclared.

Minority Employees

American Indian/Alaskan Native (14)		Hispanic/Latino/Chicano (51)	
	Number		Number
Academic Advisor	1	Academic Advisor	4
Faculty Part-Time	5		
Administrative Specialist III	1	Administrative Specialist I	1

Special Instructor	3
Public Safety Officer	1
Benefits Coordinator	1
Maintenance Specialist	1
Work Study	1

Asian or Pacific Islander (33)	Number
---------------------------------------	---------------

Academic Advisor	1
Administrative Spec. III	1
Faculty Full-Time	7
Faculty Part-Time	12
Systems Coord Analyst	2
Administrative Spec. II	1
Director of Major Gifts	1
Work Study	3
Administrative Analyst	1
Administrative Spec. I	1
Purchasing Specialist	1
Project/Program Manager	1
HEI Program Coordinator	1

Black/African Amer, Non-Hisp (33)	Number
--	---------------

Faculty Full-Time	3
Faculty Part-Time	14
Admin. Spec. I	2
Dean of Workforce Development	1
Laboratory Coordinator	1
Workforce Specialist	2
Maintenance Assistant	1
Systems Coordination Analyst	1
Special Instructor	2
Work Study	1
Project/Program Manager	2
Project/Program Director	1
Administrative Analyst	1
HEI Program Coordinator	1

Administrative Specialist II	2
Administrative Specialist III	2
Administrative Analyst	1
Accounting Technician	1
Faculty Full-Time	2
Faculty Part-Time	20

HEI Program Coordinator	1
Maintenance Assistant	2
Project Coordinator	1
Project/Program Director	2
Project/Program Manager	2
Project/Program Specialist	2
Public Safety/Security Officer	1
System Coord. Analyst	1
Work Study	2
Special Instructor	1
Skilled Tradesman	1
Student Services Rep	2

Two or More Races (8)	Number
------------------------------	---------------

Full time Faculty	1
Faculty Part-Time	2
Public Safety officer	1
Dean of Students	1
Student Services Rep	1
Project/Prog Manager	1
Academic Advisor	1

Native Hawaiian/Oth Pac Islander (3)	Number
Student Services Representative	1
Part Time Faculty	1
Work Study	1

Full-Time Faculty by Minority Group

Minority Group	Number
Asian or pacific Islander	7
Black/African Amer, Non-Hispanic	4
Hispanic/Latino/Chicano	3
American Indian/Alaskan Native	3
2 or More Races	1
Grand Total	18

Adjunct Faculty by Minority Group

Minority Group	Number
American Indian/Alaskan Native	5
Asian or pacific Islander	12
Black/African Amer, Non-Hispanic	14
Hispanic/Latino/Chicano	20
2 or More Races	2
Grand Total	53

Number of New-Hire Minority Faculty and Staff

Minority Group	Number
American Indian/Alaskan Native	2
Asian or pacific Islander	4
Black/African American, Non-Hispanic	3
Hispanic/Latino/Chicano	10
Two or More Races	4
Grand Total	23

The total number of minority employees at NWACC increased from 2023 to 2024. The number of full-time faculty who identify as racial or ethnic minorities increased by 1, and the number of adjunct faculty increased by 5.

Minority Recruitment & Retention Report

Ozarka College

June 2024



Minority Recruitment and Retention Annual Report
Ozarka College
June 2024

Minority demographics for Ozarka College for 2023-2024 include the following:

Student Population

American Indian/Alaskan Native	14	1.00%
Asian	8	0.17%
Black/African American	16	1.40%
Hispanic/Latino	37	2.23%
Pacific Islander	1	0.14%
Total Minority		62
		4.96%

Full-Time Faculty

Minority	2	0.01%
Total Minority		2
		0.01%

Adjunct Faculty

Minority	1	0.03%
Total Minority		2
		0.03%

Full-Time Faculty and Staff

American Indian	1	0.01%
Total Minority		1
		0.01%

The Ozarka College minority demographics show a marginal increase of approximately 0.1 percent for its student indicator from the previous reporting year. American Indian/Alaskan Native and Hispanic student population increases drove the overall increase in minority student numbers. The Asian and Black/African American student populations declined slightly for this reporting year. The 2023-2024 minority student population was 79 students while the 2022-2023 minority student population was 77 students. For this reporting period the College employed six fewer full-time faculty members and seven fewer adjunct faculty members as compared to the previous reporting period. The data also indicate a decrease in the number of minority full-time instructors used by the College. The College retained one full-time minority staff member during the reporting period.

This increase was driven by the rising Hispanic/Latino and American Indian/Alaskan Native student populations that are attending Ozarka College campuses in increasing numbers.

The 0.01 percent faculty and staff members classified as minority falls slightly below the College benchmark of greater than one percent and is less than the College desires. Due to the retirement and job changes of several Ozarka staff, the College had only one minority staff member during this reporting period. The College will explore the use of minority employment advertisements beyond what was done during this reporting period to seek qualified minority applicants for future positions.

Based on current developments, Ozarka College will continue with its present endeavors. The College increased efforts to systematically reach out to students in a wider variety of formats to help increase student enrollment. The slight increase in minority student enrollment may be attributed to this more aggressive student contact effort and will be continued. The College also advertised open positions in more widely read sites than had been done in the past. Faculty positions were advertised in the Chronicle of Higher Education, Indeed, Climbt350, HigherEdJobs, Dice, Jsfirm, University Aviation Association, the American Culinary Association and other specialty venues to gain greater national exposure. As a result of this endeavor, a Chef from Louisiana was hired and a flight instructor working in Wyoming were hired. This increased advertising effort did not enabled the College to meet or exceed the College established benchmark goal in faculty/staff diversity. However, the College will continue efforts to increase student diversity and will also seek to increase greater diversity among the full-time staff by continuing broader position advertisements.

The Diversity and Cultural Events Committee has assumed a larger scope of accountability to aid in cultural and ethnic inclusion throughout the College. Beginning in 2009 the Committee implemented International Day to increase awareness of global cultures and perspectives. In addition, during the 2012-2013 academic year, the Committee introduced the American Voices series to create greater exposure to the lives and experiences of diverse cultures that thrive in the U.S. Both of these venues continue to be part of the Ozarka College effort to increase diversity awareness. Also, the Ozarka College Culinary Arts program continues to incorporate different cultural/ethnic foods as menu items available in the Culinary Café on the Melbourne campus.

Minority Enrollment at Ozarka College

Ozarka College has a service area that is largely rural and Caucasian. Ozarka College minority student enrollment showed a marginal increase of 0.1 percentage points (4.85 percent to 4.96 percent) for its student indicator from the previous year. Although the College has incorporated a much more aggressive student outreach effort by student services personnel, academic personnel and faculty advisors, the current minority demographics for our service region do not seem to be conducive to a significant increase in minority student enrollment. Greater emphasis continues to be placed on more intrusive advising to get and keep students enrolled in the College.

Minority Employee Recruiting at Ozarka College

Minority representation among full-time faculty and staff decreased during the 2021-22 academic year. The College retained only 1 minority of the 104 full-time faculty and staff during this reporting period. The College uses job postings that actively encourage minority applications for open positions. National publications and ones believed to be read by more minority applicants are selected when appropriate for broadening the selection pool. More regional and national publications have been used for advertising of positions over the last several years with the intent of attracting qualified minorities to apply for the positions.

Minority Recruitment and Retention Plan

Introduction/Background

Ozarka College has a service area that is largely rural and Caucasian. The minority population of the four county service area averages approximately 2.1 percent. Student minority enrollment had a slight increase of 0.1 percent over the previous year. Complicating the recruiting efforts done by the College is the fact that there have been no College residence halls on any Ozarka College campus and there are very limited rental properties nearby that would encourage students from beyond our service area to attend the College. The College recently acquired a limited number of housing units that will be used for student housing. We believe that this acquisition may help with minority student enrollment. The lack of adequate housing for rental also poses a problem in recruiting qualified faculty and staff to the region. In addition, there are at least three other two-year colleges in close proximity to the four-county Ozarka College service area further diluting the student and faculty applicant pools.

Ozarka College currently has no minority full-time faculty member. The Ozarka College service area has a minority population of approximately 2 percent. The College continues efforts to recruit minority faculty and staff as positions become available.

Institutional goals and objectives for the recruitment and retention of minority students, faculty, and staff

Ozarka College actively seeks minority enrollment of students within and outside of our service area. Our desire is to have minority enrollment percentages reflective of the overall population, or better. Since our service area average is approximately 3.5 percent, the goal is to reach or surpass a student percentage of 3.5 percent.

Ozarka College continues to advertise and recruit for positions to promote the greatest diversity possible among the faculty and staff. When salary and position warrants, advertising is extended outside of the service area to increase the minority pool of qualified candidates.

Strategies for achieving the institution's recruitment and retention goals/objectives for minority students, faculty, and staff

For students, a broader recruitment area is limited to select programs. Without student housing, it has been difficult to expand minority population much beyond the local representative percentages. The addition of limited student housing for the 2018-2019 academic year may help the College recruit minorities into select programs such as Aviation, Culinary, and Welding. The partnership with the local education cooperative

may also increase minority student populations by getting these students interested in attending the College after completion of their high school coursework.

Ozarka College strategies for retaining and increasing percentages within our service area include the following:

Strategy 1: Recruiting utilizing program events

Action: Continue to utilize competitive events in Culinary, Nursing, Automotive and other appropriate programs to increase Ozarka's visibility to potential minority students and to open communications for potential applications.

Strategy 2: Recruitment utilizing College Fairs

Action: Ozarka College will attend the various college fairs within our service area and actively market to minority students by communicating the variety of scholarships and grants available to minority populations.

Strategy 3: Ozarka College Student Services and academic divisions will actively recruit minority students

Action: Student Services and academic divisions will identify scholarships and grants directed toward minority student populations and assist students in applying. Active files will be maintained by the admissions office for specific minority funding sources.

Strategy 4: Ozarka College will continue to actively recruit minority faculty and staff

Action: Ozarka College will announce job positions for full-time faculty and upper level staff positions in publications read by a larger minority population such as in state-wide newspapers and on state-wide websites and, when appropriate, in and on national venues.

Indicators that will be used to determine success in meeting minority recruitment and retention goals/objectives for students, faculty, and staff

For both students and faculty/staff, the minority percentages of 3 percent (students) and the established 1 percent baseline (faculty and staff) at Ozarka College offer a suitable benchmark indicator for measuring success. Given the working service area percentage of 2.08 percent, achieving a minority percentage above the local population percentages demonstrates active recruitment.

Ozarka College advertises in national and statewide venues as well as local sources when employment positions warrant searches beyond the local area. These national and statewide advertisements are believed to be read by minority applicants more than the local advertisements. We will also access state resources for minority applicants whenever possible. One of these resources has been the ASU-Jonesboro Jobs Board.

Timeline for implementing minority students, faculty, and staff recruitment and retention strategies

All strategies for student recruitment and retention activities began in the 2012-2013 academic year and continue to the present. Evaluation of the outcomes for this effort are monitored annually with reports provided to the College President and to the Administrative Council. Human Resources will continue appropriate advertising procedures as opportunities present themselves.

Budget for minority recruitment and retention activities

Student services personnel will allocate time to research minority scholarships and grants without redistributing budget resources. TRIO Student Support Services will continue to seek qualified minority students for tutoring and enrichment programs within their current budget. The technical programs will be encouraged to expand activities at competitions and demonstrations to include outreach activities for identifying and enrolling minority students. This will take no budget reallocations.

The budget commitments for advertising and hiring new faculty and staff from the extended advertising resources will be charged to the appropriate departmental budget.

Methods to be used for assessing and monitoring the effectiveness of strategies and for modifying the plan

Student minority percentages will continue to be monitored. If levels fall more than one percent below the target goals, the Vice President of Student Services, the Provost and the Enrollment Management Team will attempt to determine the cause. Appropriate responses will be developed. If a declining trend is established, the Vice President of Student Services and the Provost will take the problem to the Administrative Council for more detailed analysis and problem solving. This information will be monitored not only by overall

minority population, but by specific race as well. The College will continue to monitor these data to ensure that changes in enrollment within these minority groups are not lost.



MINORITY RECRUITMENT AND RETENTION REPORT

**For the Academic Year of
July 1, 2023- June 30, 2024**

Submitted to
The Arkansas Department of Higher Education
In Compliance with ACT 1091 of 1999

For the purpose of this report, the term “minority” is referring to the ethnic populations of African Americans, Asian Americans, Native Americans, and Pacific Islanders only.

Table of Contents

MISSION STATEMENT	4
VISION STATEMENT	5
SUMMARY OF ACT 1091	6
ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT.....	7
MINORITY STUDENT RECRUITMENT AND RETENTION	7
FACULTY AND STAFF RECRUITMENT AND RETENTION.....	8
APPENDICES	13
APPENDIX A: PCCUA MINORITY ENROLLMENT.....	13
APPENDIX B: PCCUA MINORITY ENROLLMENT.....	14
APPENDIX C: PCCUA MINORITY ASSOCIATE GRADUATES	15
APPENDIX D: PCCUA MINORITY TECHNICAL CERTIFICATES GRADUATES.....	15
APPENDIX E: PCCUA MINORITY CERTIFICATE OF PROFICIENCY GRADUATES.....	16
APPENDIX F: PCCUA MINORITY CERTIFICATES OF PROFICIENCY GRADUATES.....	16
APPENDIX G: FEDERAL WORK STUDY PARTICIPANTS 2021 - 2024	17
APPENDIX H: CAREER PATHWAYS ETHNICITY FY 2022 - 2024	17
COMPREHENSIVE SUMMARY OF FUTURE ACTIONS RELATED TO GOALS	18
INDICATORS AND BENCHMARKS	18

Phillips Community College of the University of Arkansas

MISSION STATEMENT



The first community college established in Arkansas, Phillips Community College of the University of Arkansas (PCCUA) is a multi-campus, two-year college serving Eastern Arkansas in Helena-West Helena, DeWitt, and Stuttgart. The College is committed to helping every student succeed. We provide high-quality, accessible educational opportunities and skills development to promote life-long learning, and we engage in the lives of our students and our communities.

Student Success

We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty and staff who invest themselves in the lives of our students and our communities.

The Power of Education

We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.

Diversity

We respect the inherent worth and dignity of every person.

VISION STATEMENT

Imagine a college where...

- Students begin planning a career or academic experience early in life.
- High school students see it as a first choice for education and training.
- Student admissions, registration, and enrollment is easy.
- High quality teaching and learning experiences allow all students to succeed.
- Exceptional programs and services meet the needs of the students, community, and region.
- Barriers and obstacles which many students face are removed.
- Exceptional state of the arts technology and distance learning infrastructure is provided.
- The college is responsive to the needs of the community, even in times of crisis.
- Economic development and industry training preparing students for the workforce is a priority.
- Engaging in the lives of its students, employees, and community is a priority.
- The community views it as a partner, resource, and change agent.
- Faculty and staff are provided with professional development, training opportunities, and a positive work environment so they can ensure the best instruction, support for learning, and services.

Imagine a college all people want to attend and a college where everyone wants to work and that is the college we want to be.

SUMMARY OF ACT 1091

In accordance with Act 1091, all state-supported colleges and universities are required to establish a program for the retention of members of minority groups as students, faculty, and staff. Under the act, the term “minority” is defined as African American, Hispanic Americans, Asian Americans, and Native Americans.

The requirements of the Act state that each institution must annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report must include information relative to students, faculty, and staff within the institution including at the minimum the following:

- Number of minority students, by minority group, who currently attend the institution.
- Number of position title of minority faculty and staff who currently work for the institution.
- Number of minorities, by minority group, full-time faculty who currently work for the institution.
- Number of minority adjunct faculty who currently work for the institution.
- Number and position title of minority faculty and staff who began working at the institution in the past year.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
 - New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
 - Timeline, budget, and methods used to assess and monitor progress.

ANNUAL MINORITY RECRUITMENT AND RETENTION REPORT

The aim of this report is to create a more welcoming and inclusive campus community in which all members thrive. In that context, it is the function of the administration to review institutional policies and practices to ensure that all barriers to student success are removed, while enhancing the ability of the college to recruit, support, and retain the number of minority faculty, staff, and students. PCCUA is committed to having “shared responsibility” amongst its’ campus members to assist in the recruitment, retention of students, and building of an inclusive campus community.

MINORITY STUDENT RECRUITMENT AND RETENTION

PCCUA seeks to strengthen the college campus through intentional efforts to increase minority student enrollment on campus. This section of the report communicates the progress made in meeting institutional goals and objectives as related to the recruitment and retention of minority students.

GOAL 1: Actively Recruit Minority Students

- a. PCCUA has developed a culturally framed recruiting for diverse students by creating partnerships with Enrollment Management and the Cultural Awareness committee.
- b. PCCUA has developed outreach strategies to increase the visibility of the institution in the community.
- c. PCCUA has developed strategies to increase visitation of more prospective diverse students to the campus.
- d. PCCUA has developed a “return-to-high school program” in which current students return to their local schools to discuss their college experience at Phillips in hopes of increasing student enrollment.
- e. PCCUA will continue to coordinate college recruitment fairs and attend college informationals at local high schools.
- f. PCCUA will continue to utilize social media and the college webpage to communicate campus news, student experiences, recruitment, and retention for existing and prospective students.

FACULTY AND STAFF RECRUITMENT AND RETENTION

PCCUA seeks to strengthen the college campus through intentional efforts to increase minority faculty and staff status on campus. This section of the report communicates the on-going efforts of the college to maximize student engagement through the increase of minority faculty, staff, and student body.

GOAL 2: Actively Recruit and Retain Minority Faculty and Staff

- a. PCCUA will actively pursue and seek to retain a diverse faculty and staff. Research studies have shown favorable retention and graduation rates when the faculty and staff composition of a college reflects the demographics of the student body.
- b. Develop a network of mentors and activities for new employees.
- c. Develop and implement a campus wide inclusive hiring practice workshop for faculty and staff to support the goal of increasing diversity of faculty and staff.
- d. Encourage all employees to be committed to the recruitment and retention of minority faculty, staff, and students in hopes of strengthening the campus and workforce.
- e. Develop online resources to assist with the on-boarding and acclimation of employees at the college. These resources will help to create a welcoming environment.

STUDENT SUPPORT, RETENTION, AND GRADUATION

PCCUA supports the mission of “helping every student succeed” through the application of equitable practices, being student centered, and having a quality educational environment that is conducive to optimal learning. This student section of the report highlights the on-going efforts of the college to progress in student support, retention, and graduation. All findings were formulated through campus feedback sessions, campus correspondence, constituent feedback, and institutional data, and higher education best practices in advising, admissions, and inclusion.

GOAL 3: PCCUA will continue to provide services to students to enhance their sense of belonging, retention, and increase their level of student engagement at the institution.

- a. PCCUA will continue to send incoming students' information regarding important dates, and support services from admittance through student orientation to assist in campus navigation.
- b. PCCUA created a social mixer for first-year students at the beginning of the academic year with support services in attendance to create a positive and welcoming experience.
- c. PCCUA will continue to infuse institutional expectations for the contribution of all campus members to build a more inclusive and welcoming environment.
- d. Instruction integrates specific developmental skills in the curriculum including social and community responsibility; technology utilization, analytical/critical thinking/reasoning, communication, and cultural competency through the use of the General Education Core Competencies.
- e. Cocurricular activities are intentionally designed to provide students with the opportunity to engage with others through dialogue about topics on student success, support, and wellness.
- f. PCCUA will continue to utilize orientation as a vehicle to introduce and re-fresh students on PCCUA academics and student services for improved campus navigation.
- g. PCCUA will continue to communicate with students via email, text campaigns, and social media regarding important dates, campus resources, and student activities to offer support.
- h. All students entering PCCUA complete an Individual Career Plan (ICP) which provides a clear and understandable map for advancing through the student selected certificate or degree program.
- i. All students with the intention of transferring to a four-year institution have an introductory meeting with university representatives (AR, TN, and MS) throughout the academic year including two in-person visits to prepare the students for the transfer experience.
- j. PCCUA will continue to provide intentional support programs that seek to address student retention from an academic, social, emotional, and financial perspective including the following:
 - o **Campus Action Referral and Evaluation System (C.A.R.E.S.)**
The Campus Action Referral and Evaluation System (C.A.R.E.S) is designed to support

and assist students with their physical and mental wellness via on-demand developmental sessions, referrals, resources, and follow-up throughout the academic year.

- **Career Pathways**

The Arkansas Career Pathways Initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable, educational credential for immediate entry into a high demand occupation. The initiative emphasizes such program components as job readiness skills, basic academic skills preparation/remediation, and post-secondary credentials tied to high-wage, high-demand occupations.

- **Career Closet**

Students can obtain lightly-worn, professional-looking clothing free of charge for interviews or other job-related meetings here.

- **Disability Services**

PCCUA accommodates students with disabilities as required by the American Disabilities Act (ADA) of 1990 and the Rehabilitation Act Section 504 (173). Students enrolled with medically documented disabilities will be provided with appropriate and reasonable accommodations when needed.

- **Food Pantry**

Canned goods and other non-perishable items are available for students at no charge on all three campuses. Students and faculty/staff may also leave items at the pantries for another students' use.

- **Early Alert Program**

The Early Alert Program is an alert within the third or fourth week of classes. Students who have difficulty with the course content are provided with an academic intervention(s). The instructor identifies the intervention(s) in the course syllabus. Each instructor identifies the methods used to help students succeed (tutoring, group study sessions led by the instructor or students, or any number of possible interventions).

- **Making Connections College Preparation Workshops**

This program focuses on providing incoming students with information to ease their student transition into college. The program will include information regarding 1) The importance of the college experience, 2) academic preparation, 3) financing college, and student activities.

- **Research Capacity**

The Director of Institutional Research works with faculty and student services to organize data and provide analysis on data trends. This information guides planning, instruction, services, recruitment efforts, retention, and satisfaction with the college experience.

- **Rowdy Transportation**

For college students, who are registered for classes but don't have a way to get to and from campus, the Rowdy Ride van will get them there. FREE transportation service is available each semester (Helena campus).

- **Single Parent Family Scholarship**

Provides financial assistance to single parents who are pursuing a course of instruction, which will improve their income-earning potential. Scholarships may be used for tuition, books, utility bills, car maintenance, child care, etc.

- **Student Success Seminars**

The purpose of this course is to provide students with workforce readiness skills through Financial Literacy, career development, resume writing, interview skills, time management.

Student Support Services

The goal of the SSS program is to raise the academic progress and performance levels of low income, disabled, and first-generation college students, as well as to retain and successfully complete their educational programs for transference into to four-year institutions. Eligibility for the program include being a first-generation college student, meet the federal low-income guidelines as noted by the Department of Education, have a documented disability, being homeless, and exiting the foster care system. The academic services and social support provided by the program yields a great impact on students' persistence and retention.

- **Tutor Net Online Tutoring**

Students receive supplemental support through live online tutoring. Online tutoring is available in a wide range of subjects, sessions will be with a live tutor for one-on-one instruction, homework help, or Q&A. Each session lasts as long as the student needs and all sessions will be recorded for students to refer and access later.

- **Virtual Academy**

The Academy is available to assist students with online course support. Students may check out computers and hot spots with this office for the entire term.

- **Men Enrolling Toward Advancement Student Organization (META)**

A peer support group for minority males on the Helena-West Helena campus. META members develop leadership and communication skills, participate in service-learning opportunities, and student programming on campus.

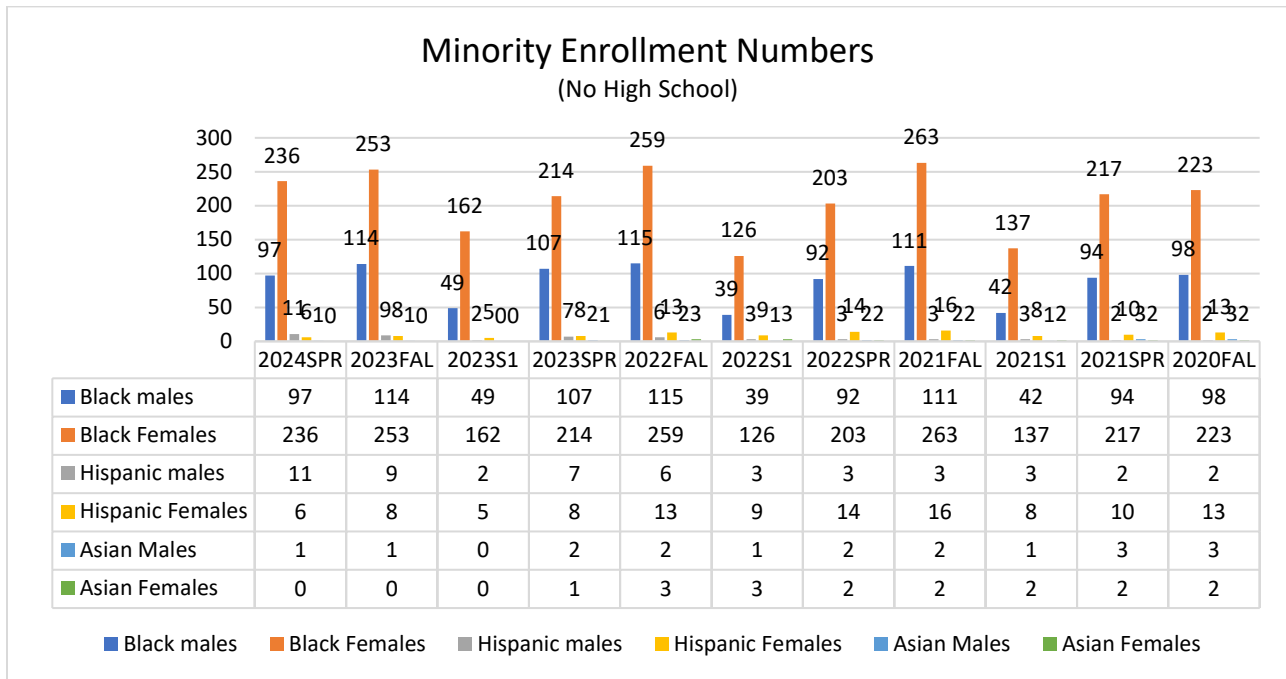
- **Multicultural Student Organization**

Provides the opportunity for diverse students to assemble to increase cultural awareness, cultivate inclusiveness on campus, and formulate mutual respect and appreciation for diversity.

- **Non-traditional Student Association**
Non-traditional students are defined as students that do not come to the college directly after high school completion, part or full-time working professionals, 25 years of age or older, veterans, and students who are parents and/or are married.
- This organization improves student navigation and transition into the college environment, as well as improve student retention.
- **Women in CyberScience Organization**
Promotes recruitment, retention and advancement of females in the cybersecurity.
- **Trailblazers First Generation Organization**
First-Generation College Students Support Group promotes confidence, and leadership in students who are the first family members to attend college. Participants in this organization have the opportunity to expand their support system, and increase their skillset in areas of communication, time management, study skills, financial literacy, and autonomy.
- **Executive Leadership Student Council**
This organization gives a voice to the student body as well as serves as a liaison for the students to the Faculty, Staff, and Administration of the College. It is the responsibility of the organization to advocate for students by influencing how the College addresses challenges, barriers to student success, and offer student's support and resources as needed to ensure a conducive academic and social learning environment for students.
- **Student Centers**
Student Centers are the hub for campus connectivity! Faculty, Staff, and students are able to gather and experience a wide array of programs, services, and activities designed to foster a sense of community among students on campus.

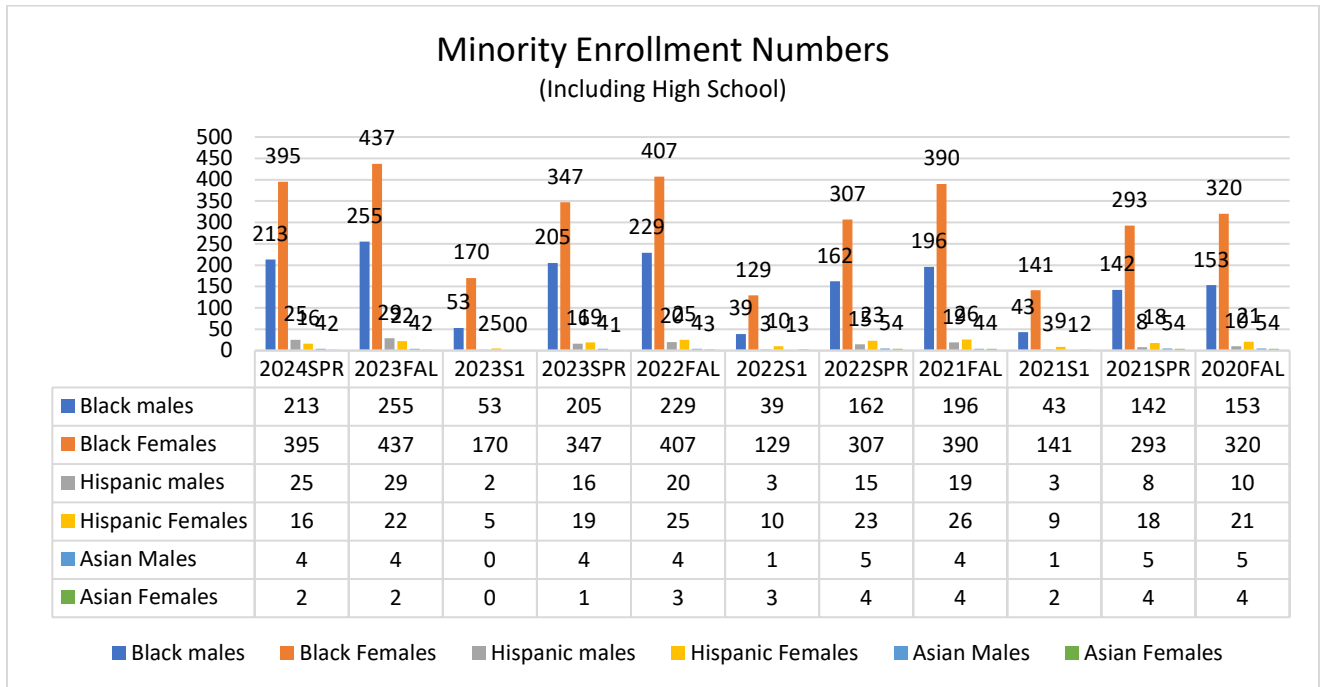
APPENDICES

APPENDIX A: PCCUA MINORITY ENROLLMENT



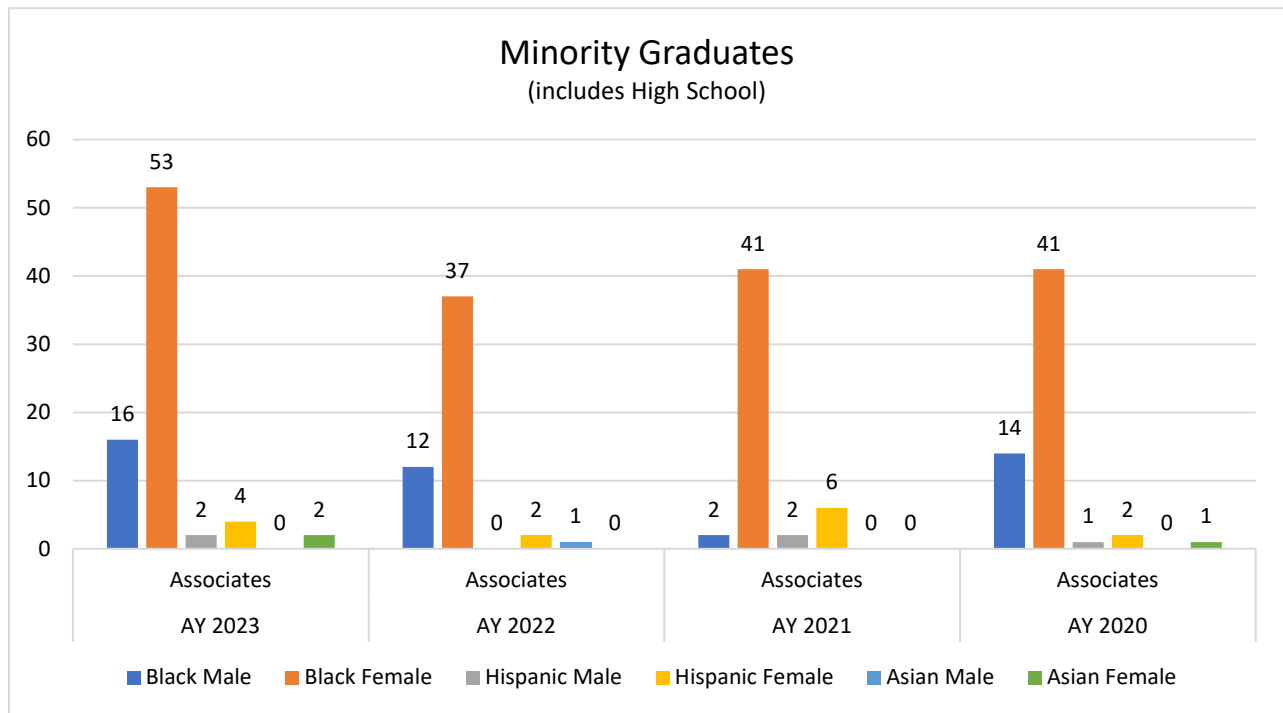
Source: Institutional Research, PCCUA, May 2024

APPENDIX B: PCCUA MINORITY ENROLLMENT



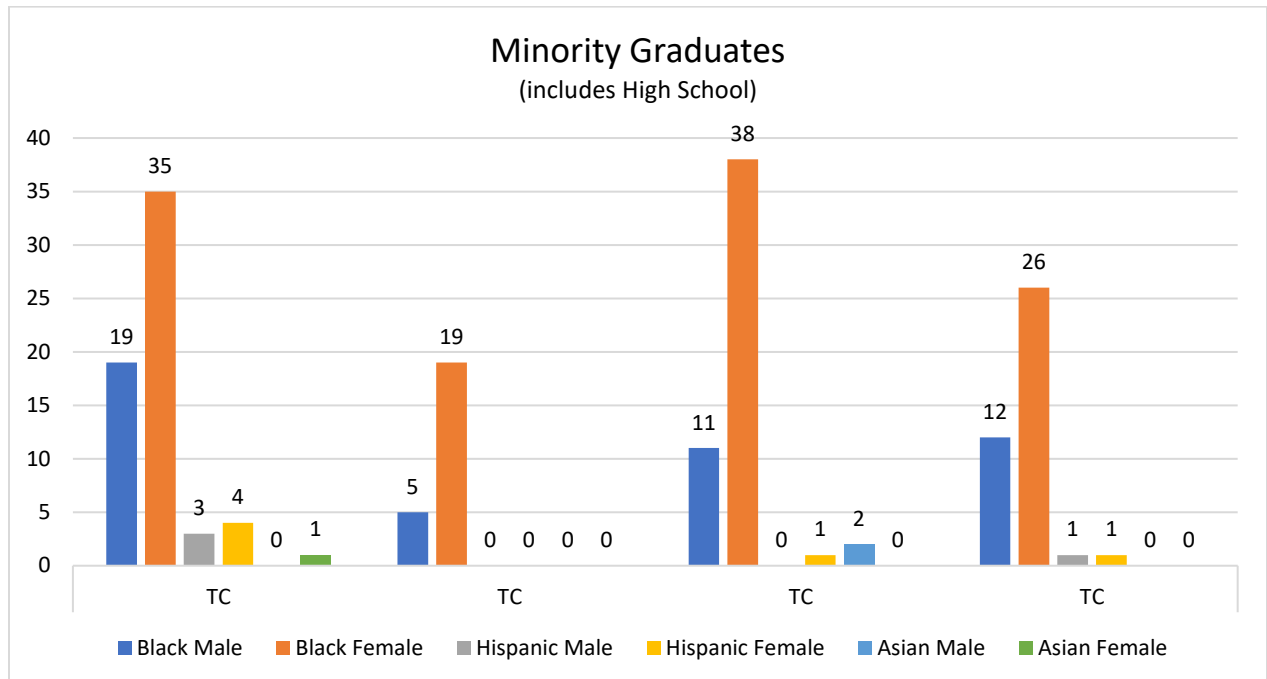
Source: Institutional Research, PCCUA, May 2024

APPENDIX C: PCCUA MINORITY ASSOCIATE GRADUATES



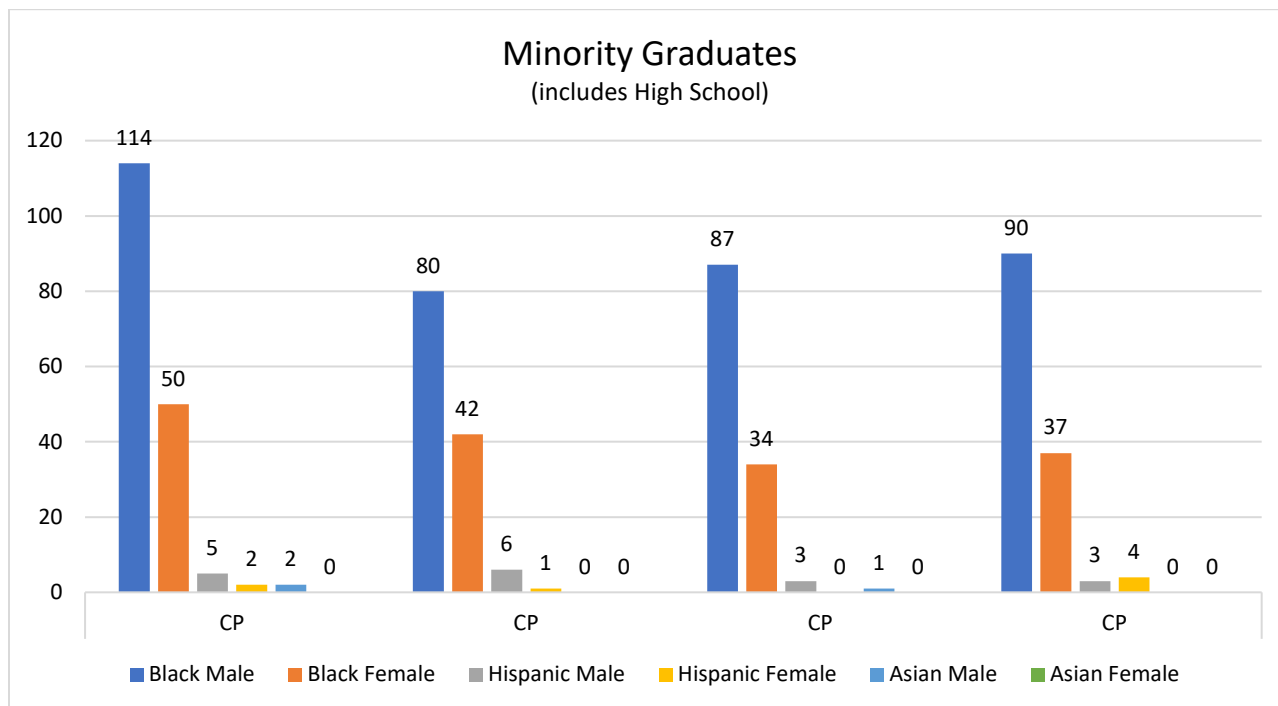
Source: Institutional Research, PCCUA, May 2024

APPENDIX D: PCCUA MINORITY TECHNICAL CERTIFICATES GRADUATES



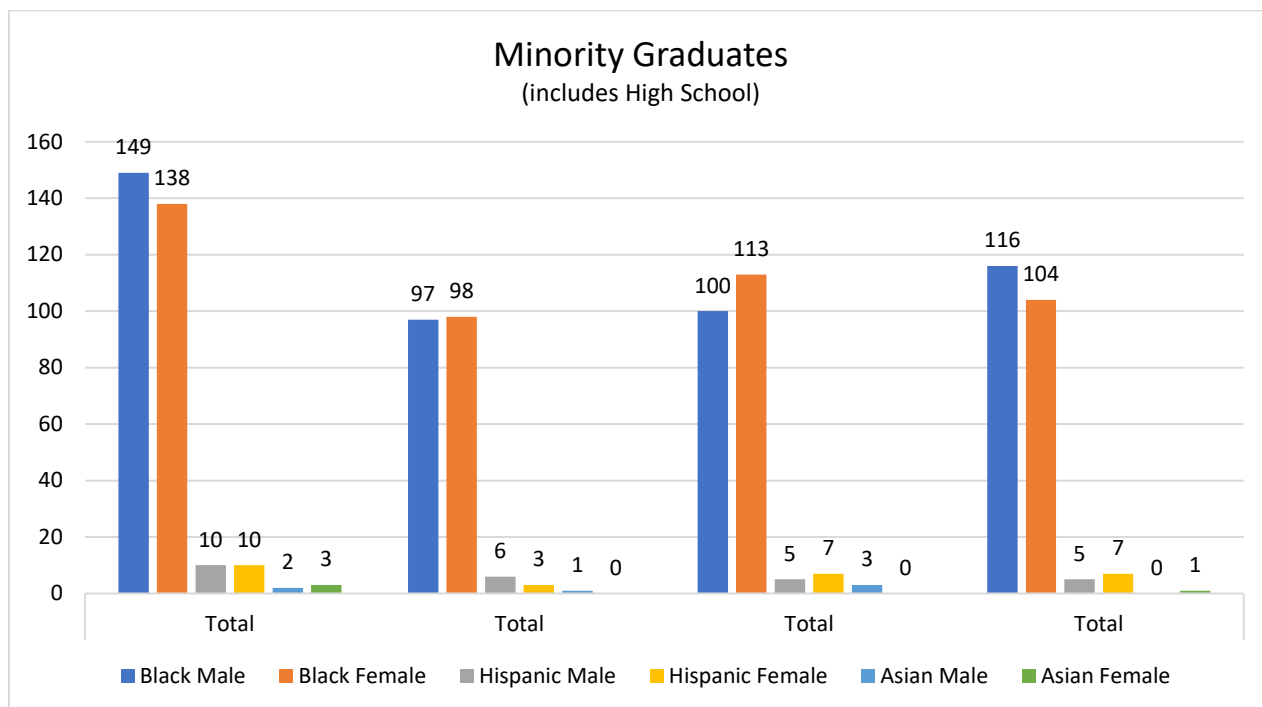
Source: Institutional Research, PCCUA, May 2024

APPENDIX E: PCCUA MINORITY CERTIFICATE OF PROFIENCY GRADUATES



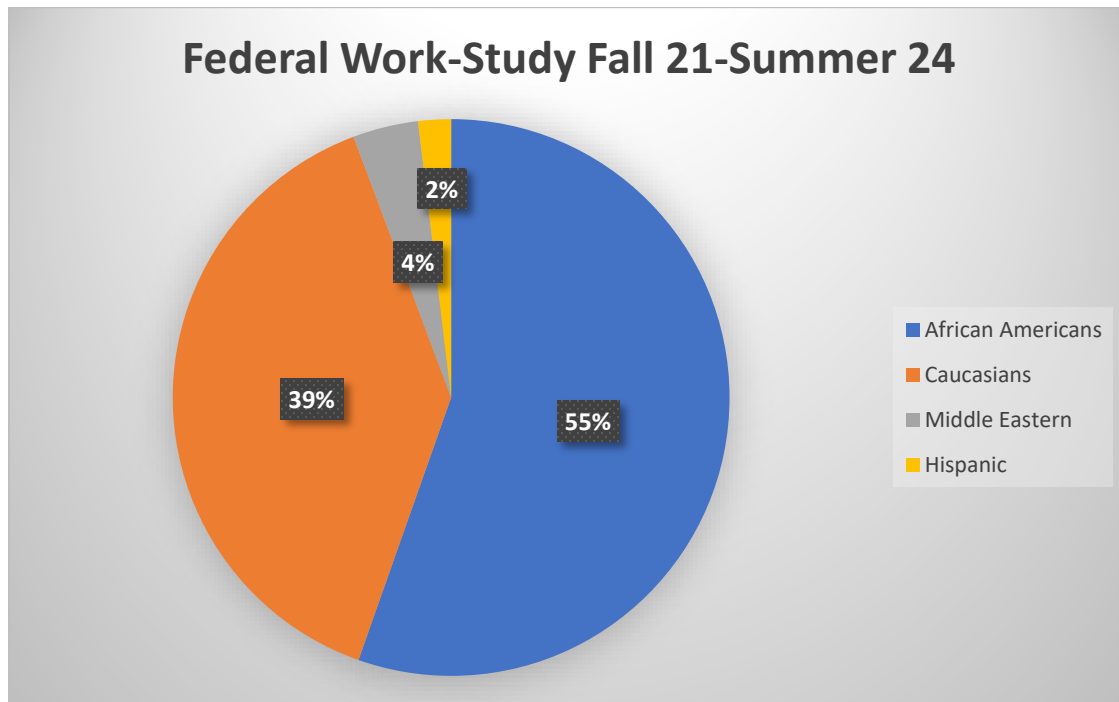
Source: Institutional Research, PCCUA, May 2024

APPENDIX F: PCCUA MINORITY CERTIFICATES OF PROFIENCY GRADUATES



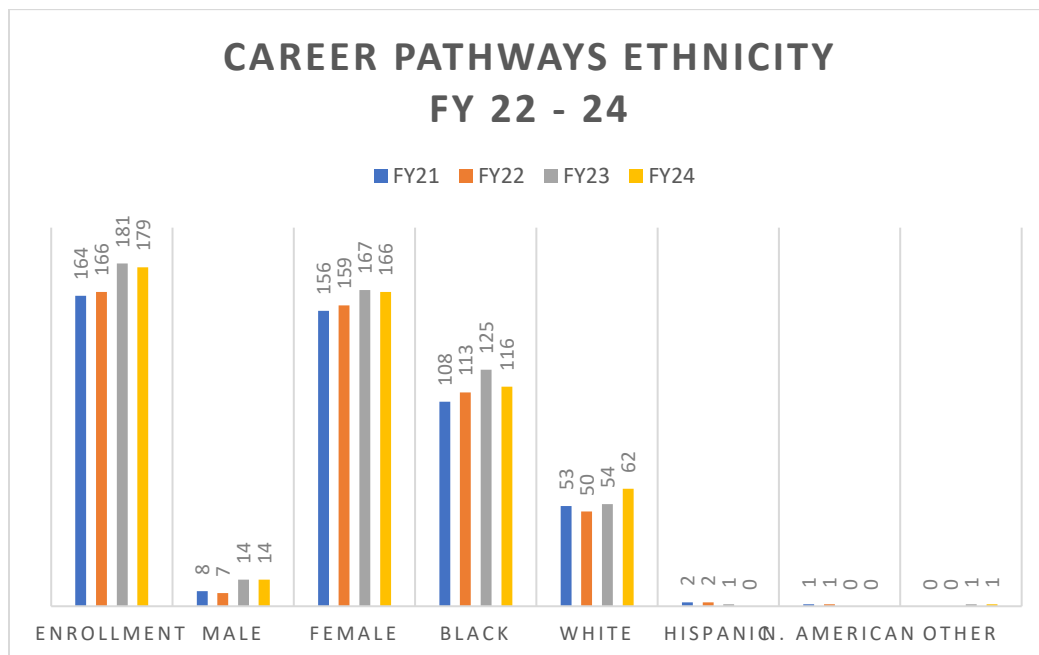
Source: Institutional Research, PCCUA, May 2024

APPENDIX G: FEDERAL WORK STUDY PARTICIPANTS 2021 - 2024



Source: Federal Work study, PCCUA, May 2024

APPENDIX H: CAREER PATHWAYS ETHNICITY FY 2022 - 2024



Source: Career Pathways Program, PCCUA, May 2024

COMPREHENSIVE SUMMARY OF FUTURE ACTIONS RELATED TO GOALS

GOAL 1: Actively Recruit Minority Students.

- PCCUA will maintain and create ties with local religious groups and civic organizations to provide information regarding admissions, support, academics, scholarship, transportation, etc.

GOAL 2: Actively Recruit and Retain Minority Faculty and Staff

- PCCUA will improve recruitment of minority faculty by connecting with sister institutions who primarily serve minority communities to identify qualified talent.
- PCCUA will post employment information at conferences, state meetings and will participate in college job fairs.

GOAL 3: Student Support, Retention, and Graduation

- PCCUA will be more intentional to focus on data disaggregation and analysis based on gender, race/ethnicity, and socio-economic to ensure equity of resources, services, and access to all our students.
- PCCUA will create a social mixer for new faculty and staff to create deeper connections based on mutual cultural and societal themes.
- Faculty and staff are encouraged to participate in professional development opportunities to enhance student experiences.
- Enhance campus-wide efforts to retain and graduate students.
- Provide support to students regarding career services and job opportunities.
- Continue to monitor and evaluate tutorial services and instruction.

INDICATORS AND BENCHMARKS

The Vice Chancellor for Curriculum Instruction, the Vice Chancellor for Student Services, and campus members will collaboratively assess the effectiveness of the Minority Recruitment and Retention Plan. We will use academic performance, student persistence, graduation rates, academic and non-academic assessments to measure the effectiveness of the minority recruitment and retention plan.

Faculty and Staff

PCCUA will continue to review recruitment and retention efforts to ensure the attainment of minority faculty and staff at the institution. This action sends a powerful message to college constituents that we value diversity, and we believe all backgrounds are important contributions to the educational experience.

**Table 3: Number and Position Title of Minority Faculty and Staff Who Currently
Work for the Institution**

2023 – 2024 Total Faculty and Staff Count by Race

	Minority Faculty	Total Faculty	Minority Staff	Total Staff	Total
2015 - 2016	8	58	55	139	197
2016 – 2017	9	59	68	140	199
2017 – 2018	9	60	57	133	193
2018 – 2019	8	59	55	126	185
2019 – 2020	9	59	59	125	184
2020 – 2021	8	53	55	118	171
2021 – 2022	7	53	50	119	172
2022 - 2023	9	54	48	112	166
2023- 2024	11	56	50	104	160

Source: Human Resources, PCCUA, May 2023

**Table 4: Number of Minority, by Minority Group, Full-Time Faculty Who Currently
Work for the Institution
2023 – 2024 Full-time Faculty Count by Race**

Year	Minority Faculty	Minority Staff
2015-16	8	55
2016-17	9	68
2017-18	9	57
2018-19	8	55
2019-20	9	59
2020-21	8	55
2021 – 2022	7	50
2022 - 2023	9	48
2023 - 2024	11	50

Source: Human Resources, PCCUA, May 2023

Table 5: Number of Minority Adjunct Faculty Who Currently Work for the Institution
2023 – 2024 Adjunct Faculty Count by Race

Adjunct	Male	Female
African-American	1	3
White	9	10
Hispanic	1	0
Unknown	3	5
Total	14	18

Source: Human Resources, PCCUA, May 2023

PCCUA has difficulty identifying masters prepared minority faculty in the appropriate content area for our institution. We will continue to improve the methods we use to communicate this job opportunity to qualified minority personnel. Currently, the college uses the newspaper, television, the Chronical of Higher Education, Facebook, Twitter, and other social media to recruit qualified minority applicants.

**Table 6: Number and Position Title of Minority Faculty and Staff
Who Began Working at the Institution in the Past Year
2022 – 2023 New Minority Hires**

Position	Ethnicity		Gender	
	African-American	White	Male	Female
Faculty-instructor	3	5	1	7
Clinical Instructor	0	0	0	0
Professional Staff	3	1	2	2
Classified Staff	1	2	0	3
Total	7	7	3	12

Source: Human Resources, PCCUA, May 2022

We are pleased that we have experienced an increase in some areas of employment. We do recognize that our recruitment practices must become more rigorous and intentional to meet the needs of an ever growing, diverse student population.

South Arkansas Community College

Annual Report

Minority Recruitment and Retention

2023-2024

The mission of South Arkansas College is: *South Arkansas College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.*

As part of that mission, South Arkansas College (SouthArk) recognizes that serving the needs of our state and nation requires increased participation in higher education from members of minority populations and is submitting this annual report as a result, which is consistent with the current five-year *Enrollment Plan*. Throughout this report, “minority” refers to African-American, Hispanic, Asian/Pacific Islander, and American Indian or Alaskan Native. In addition to racial minorities, SouthArk also works to include other underserved populations. The charts below are representative of the current demographics of the state and the SouthArk community.

South Arkansas College is committed to fostering a culture of openness that values diversity. One of six SouthArk value statements that serves as a guiding principle for the institution is “Respect for Diversity.” The actual statement which is found in our print material reads as follows: *Believing that everyone should have an opportunity to learn and succeed, we value intellectual and cultural diversity in the classroom, in the workplace, and in the community.*

The College will continue to improve support for minority students in an effort to increase student retention. The recruitment and retention of minorities is evidenced by the institutional mandate reflected in **Board Policy #23, ENDS 4** that is submitted annually to the Board of Trustees.

ENDS 4: Campus Culture

This ENDS considers the campus culture for the students and for the employees by demonstrating how the College has created a productive, respectful, and caring learning and working environment. The College recognizes the uniqueness of employees, students, and community members and values these differences, providing a safe and positive educational setting.

- Student community service
- Cultural enrichment activities and events
- Campus diversity
- Student and staff diversity data
- Employee professional development
- Employee participation in community service
- Employee recognition

This report highlights the efforts of the college to promote diversity on campus through the hiring of minority faculty and staff, as well as to promote minority student participation.

REPORT:

The staff and faculty are dedicated to ensuring that South Arkansas College is an affirmative action and equal opportunity employer. The College reaffirms this commitment in its distributed materials (college catalog, student handbook, job vacancy notices, and program brochures).

South Arkansas College is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA compliant institution for our education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.

I. Fall Enrollment and Longitudinal Trends

The College has targeted under-represented groups for participation in College programs and activities.

Fall Enrollment and Longitudinal Trends – Table 1

Ethnic Makeup of Students	Fall '19	Fall '20	Fall '21	Fall '22	Fall '23	1-year change	5-year change
African American females	26.4%	26.0%	25.7%	28.3%	28.3%	-0.3%	0.8%
African American males	7.6%	7.1%	7.3%	7.8%	6.7%	0.2%	0.4%
Caucasian females	36.7%	37.0%	32.6%	32.8%	31.2%	-4.4%	-5.3%
Caucasian males	18.9%	18.6%	21.3%	19.9%	21.7%	2.7%	1.5%
Hispanic females	3.4%	3.8%	4.3%	4.1%	4.6%	0.5%	0.6%
Hispanic males	2.2%	3.4%	3.1%	2.3%	3.1%	-0.3%	1.3%
Other females	2.8%	2.5%	3.6%	2.9%	3.1%	1.1%	0%
Other males	1.9%	1.6%	2.1%	1.8%	1.3%	0.5%	0.6%
Total:	1,443	1,253	1,156	1,164	1,206		

II. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority faculty, staff, and students.

A. Faculty and Staff

The College seeks applications by advertising positions in publications that attract diverse readers and applicants. The Human Resources Office posts all position announcements on the South Arkansas College website and the College email distribution listserv. The electronic public posting of employment opportunities is often distributed by employees and others to a multiplicity of potential candidates. When posting jobs, the publications and websites may be expanded as needed to reach a larger, more diverse population. The Sunday edition of the local newspaper is often used to reach a wider circulation of potential job seekers. When deemed necessary, the College also advertises positions on the higherjobs.com website; in regional newspapers; local websites goeldorado.com and eldoark.com; the *Arkansas Democrat-Gazette*; the *Chronicle of Higher Education*, a national publication; the *Hispanic Outlook*; and

Diversity magazine. The academic or department head also may recommend various publications and/or websites for advertisements.

The College has implemented numerous administrative procedures to support its diversity in employment. The College has detailed procedures using committees to fill all benefits-eligible vacancies; these procedures specify the composition of the committee membership to assure diversity. The Human Resources Director, or appointee, is present at all selection committee meetings to ensure compliance with Fair Employment Practice guidelines and other federal, state, and college regulations/policies.

South Arkansas College reports annually to the National Center for Education Statistics. This submission, known as the Integrated Postsecondary Education Data System (IPEDS) report, includes gender and diversity data. Additionally, the College reports to the Arkansas Department of Higher Education each year its employment diversity.

South Arkansas College also was selected as a 2022 recipient of the *Most Promising Places to Work in Community Colleges* by NISOD and *Diverse: Issues in Higher Education*.

Minority Faculty & Staff as of November 1, 2023 – Table 2
Number and position title of minority faculty and staff who currently work for the institution.

	Nov '23	
	M	F
Faculty	20	25
Minority Personnel	2	4
<i>Percentage</i>	10%	16%
Professional Staff	19	39
Minority Personnel	4	14
<i>Percentage</i>	21%	36%
Classified Staff	13	24
Minority Personnel	6	13
<i>Percentage</i>	46%	54%
Total Men and Women	52	88
Minority Personnel	12	31
<i>Percentage</i>	23%	35%
Total	140	
Minority Personnel	43	
<i>Percentage</i>	31%	

Minority Faculty & Staff (New Hire) – Table 3

Number and position title of minority faculty and staff who began working at the institution in the past year (11/1/2023 census date). These employees were hired between 11/1/2022 and 10/31/2023.

Position Classification	Minority Female	Minority Male
Professional Staff	6	2
Faculty full-time	1	0

B. Students – College Programs and Activities Targeting Under-Represented Groups

South Arkansas College has a diverse population of students. This diversity includes ethnic and cultural contrasts, special needs, and language differences. There are several ways in which SouthArk tries to meet the needs and interests of students.

1. Scholarships and Financial Aid for Minority Students

SouthArk staff continues to be successful in writing scholarship requests to SouthArk's Foundation for funds specifically targeted for undocumented students. The career coach at Warren High School, where there is a large Hispanic population, has been invaluable to the financial aid office in assisting those students to apply for financial aid and scholarships. Also, there are various scholarships available through the SouthArk Foundation for non-traditional males, non-traditional females, African-American males, African-American females and Hispanics.

2. Corresponding information pertaining to efforts to assist minorities with financial aid is positive. In 2020-2021, 1,573 students (unduplicated count) were enrolled. Of those students, 924 or 58.8% had some type of financial aid. A total of 495 (53.6%) of financial aid awardees were ethnic minorities. In 2021-2022, 1,426 students (unduplicated count) were enrolled. Of those students, 886 or 62.1% had some type of financial aid. A total of 477 (53.8%) of financial aid awardees were ethnic minorities. In 2022-2023, 1,164 students (unduplicated count) were enrolled. Of those students, 748 or 64% had some type of financial aid. A total of 401 (53.6%) of the financial aid awardees were ethnic minorities. In 2023-2024, 1,206 students (unduplicated count) were enrolled. Of those students, 724 (60.0%) had some type of financial aid. A total of 398 (60.0%) of the financial aid awardees were ethnic minorities.

3. Special Student Populations

a. The Carl Perkins Program

One of the core indicators for the Carl Perkins grant is non-traditional participation, to which the Carl Perkins Advisor identifies and encourages students to consider non-traditional careers based on gender demographics in the field. Non-traditional careers are defined as careers in which the total population is comprised of 25% or less of one gender.

Non-Traditional Program Participants – Table 4

2023 Fall	Total # of Non-Traditional Participants	Total # of Participants in the CTE Programs	% Non-Traditional Participants in CTE Programs
Health Sciences	55	518	10.6%
Male	35	55	63.6%
Female	20	463	4.3%
Arts & Sciences	38	88	43.2%
Male	1	31	3.2%
Female	37	57	64.9%
Career Technical	24	85	28.2%
Male	0	61	0%
Female	24	24	100%
Grand Total	117	691	16.9%

b. Counseling and Disability Services

This department is dedicated to working with the student population who has documented disabilities and/or mental health needs for the purpose of facilitating student success. In the 2023-2024 academic year, 26 students received disability services accommodations and 27 students accessed counseling services on campus.

c. Upward Bound (TRiO) Project

The Upward Bound (TRiO) Project at South Arkansas College is funded in total by a federal grant from the U. S. Department of Education, with an annual budget of \$312,480, to work with El Dorado High School students. Upward Bound supports selected participants (first-generation, college-bound students meeting income requirements) in completing secondary school, enrolling in post-secondary school, and completing a bachelor's degree. The program offers intrusive academic, career, social, cultural, and financial advising. Currently, SouthArk has identified 63 program participants for the Upward Bound project.

- d. The Arkansas Career Pathways Initiative (CPI) is a comprehensive program designed to improve the earnings and post-secondary education attainment of Arkansas' low-income residents who meet Temporary Assistance for Needy Families (TANF) eligibility. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high-demand occupation. Students in the program may receive assistance with childcare, transportation, a laptop computer, tuition, and books. Currently, **128 students** are enrolled. The average age is **31**, and the student age range is **18-50**. The ethnicity of the students is as follows: **64.84%** African American, **26.56%** Caucasian, **6.25%** Hispanic, and **1.56%** Native American.

4. Minority Recruitment Activities

a. Career Coaches – Union, Bradley, and Chicot Counties

South Arkansas College has participated in the Arkansas College and Career Coach Program (formally known as Arkansas Works) through the Arkansas Division of Career and Technical Education since 2010, with College and Career coaches stationed in school districts in Bradley and Chicot counties. In 2018, SouthArk expanded its reach into Union County. Five College and Career coaches served four school districts throughout three counties and reached approximately 2,277 students in 2023-2024. The program organizes a series of grade-level appropriate, college-readiness strategies starting in the 7th grade to move students systematically toward college enrollment that will lead to a fulfilling career. The College and Career coaches function as advisors to guide, support, and encourage students to attain a postsecondary education, workforce training, and/or apprenticeship as a means to a career that will afford economic self-sufficiency. High priority students include students from low-socioeconomic backgrounds, single parent students, and students with disabilities.

Minority Students by School District – Table 6

¹ WARREN SCHOOL DISTRICT		¹ EL DORADO SCHOOL DISTRICT	
African-American/Black	35.4%	African-American/Black	45.9%
Hispanic	26.2%	Hispanic	11.8%
Asian/Pacific Islander	0.0%	Asian/Pacific Islander	1.6%
American Indian	0.8%	American Indian	0%
¹ STRONG-HUTTIG SCHOOL DISTRICT			
African-American/Black		79.4%	
Hispanic		1.0%	
Asian/Pacific Islander		0.3%	
American Indian		0.6%	
¹ LAKESIDE SCHOOL DISTRICT			
African-American/Black		76.1%	
Hispanic		15.3%	
Asian/Pacific Islander		0.0%	
American Indian		0.0%	
Source: ¹ myschoolinfo.arkansas.gov (23-24); extracted 06/14/2024			

b. Black History Month Activities

SouthArk coordinates and provides numerous opportunities to celebrate Black History Month with students, employees, and the community. The Mahony Family Library hosts a literature display focused on Black History Month. The Boomtown Bistro offers a traditional soul food menu. The Student Engagement department offers activities including Black History Power Hour, a mental health seminar, physical health wellness check, Grilling with the Greeks, trivia night, forum focused on leadership development of Black students and staff, and others throughout the month of February for awareness and involvement.

III. New strategies or activities that have been added for the coming year and the indicators/ benchmarks that will be used to determine success in meeting any new objectives

The African-American outreach efforts noted above will be repeated for the upcoming academic year, with a goal of increasing the number of minority students who pursue postsecondary education. The student organization, BOSS (Brotherhood of Scholarship and Service), which was created in fall 2019, with the purpose of promoting the inclusion and success of male students of color, continues assisting students in efforts of service, scholarship, engagement, mentorship, and character. Additionally, LUSA (Latinos Unidos Student Association) provides leadership opportunities for students; promotes professional and personal growth activities throughout the academic year and summer; fosters community and campus engagement of all members; and serves as a liaison between the students and the community with special emphasis on the Hispanic population.

IV. Include your timeline, budget, and methods used to assess and monitor progress

The College has met or exceeded benchmarks for Minority Enrollment, Retention, and Graduation relative to Union County and the state of Arkansas. The Department of Institutional Effectiveness and Research conducts periodic comparisons between the college's and community's minority populations, as well as between the college's total enrollment and minority student populations. The Department will continue to track recruitment activities associated with the Minority Recruitment and Retention Plan, which is designed to further enhance minority participation. SouthArk will also continue to actively recruit minority faculty and staff as openings allow.

a. Timeline

The timeline applied for the majority of the new recruitment strategies or activities will be within 12 months (or July 1, 2023 - June 30, 2024).

b. Assessment Methods

There will be multiple assessment methods used to determine the effectiveness of the strategies presented, including quantitative and qualitative assessment approaches. Several of the strategies that will be developed over the next year will require capturing baseline data (primarily student contacts). Survey methods and focus groups will be used for determining student satisfaction and program assessment.

c. Budget

The budget dedicated for the implementation of the Minority Recruitment and Retention plan is spread across campus in various different budgets throughout the institution. The Recruiter, College and Career Coach program, Academic Advising, Marketing and Public Relations, along with Enrollment Service all have portions of their budgets dedicated to the Minority Recruitment and Retention plan.

Additionally, the Recruiter is involved in recruitment activities throughout the year and engages minority students on a consistent basis as a result of the demographics of the service area. The Union County College and Career Coach works with all students throughout the county, engaging minority students on a daily basis. Recruitment and Retention threads are woven into both Student Services and Instruction/Learning.



Southern Arkansas University
Minority Recruitment and Retention Annual Report
2023-2024

Southern Arkansas University
100 East University
Magnolia, Arkansas 71753

MINORITY RETENTION PLAN

2023-2024

Although there are many University-wide goals and objectives that relate to the recruitment and retention of minority faculty, staff, and students, the following goals and objectives are directly relevant:

Goal 1: To recruit and retain diverse, well-qualified and student-centered faculty and staff.

- Objective: Increase the percentage of underrepresented faculty and staff.
- a. Annual comparison of the percent of underrepresented faculty and staff, using fall 2005 as the base year in October of each year

Goal 2: To recruit, retain, and graduate students who have the opportunity to succeed with the support of an educational community of committed and caring faculty and staff.

- Objective: Increase African-American retention and graduation rates.
- a. Increase in African-American retention rate and graduation rate to University averages

Goal 3: To provide the opportunity for all students to have a full, meaningful, and well-rounded university life.

- Objective: Increase the level of awareness and acceptance of diversity in people and cultures.
- a. Analysis of the types and number of courses, programs, and activities that promote diversity

ACT 1091 of 1999
FACULTY/STAFF MINORITY RETENTION
2023-2024 Report

1. Minority representation is required on committees that have a significant impact on the mission of the University.
2. The policy of minority representation on all search committees continues.
3. The Office of Multicultural Services was established in the fall of 1995 to demonstrate the University's commitment to increasing the recruitment and retention of minority faculty, staff, and students. Professional development opportunities supporting this goal are also made available by the University.
4. All employment advertisements include the following statement regarding the University's expectation that faculty and staff are committed to diversity and inclusion:

"All SAU faculty and staff demonstrate a commitment to inclusion and diversity of the University community and excellence in interpersonal behaviors and effective collaboration with colleagues."

Hiring procedures include the requirement that committees ask questions related to diversity and inclusion during the interview process and include information about diversity and inclusion in the committee's final hiring recommendations.
5. In May 2018, the Board of Trustees approved a strategic planning framework with eight goals, and selected four of those goals as priorities for the upcoming cycle. One of the goals selected as a priority for SAU was diversity:

Goal 3: Diversity

Create a campus community that is rich in diversity and inclusion and is supportive of all students, faculty, and staff

The University will be working on mission revision and a new strategic plan in 2024-2025.

Office of Multicultural Affairs Goals relating to Minorities

1. To provide a nurturing environment for minority students.
2. To enhance retention and graduation rates among minority students.
3. To provide opportunities for multicultural growth.
4. To reach out to African-American alumni in order to establish a network of support for current African-American students.
5. To assist minority students in locating financial assistance.
6. To keep minority students abreast of University trends that affect graduation via 60+ meetings, written communications, etc.
7. To meet with freshmen students in Residence Halls weekly to discuss issues they may experience and assist with resolutions.
8. To act as a liaison for minority students and the University administration.
9. To communicate campus culture (i.e., student handbook) to entering freshmen as a proactive measure in preventing disciplinary suspensions.

Students (Summer II 2023 - Summer I 2024)

American Indian/Alaska Native	35
Asian	40
Black/African American	1,127
Hispanic/Latino	196
Multi-Racial	255
Nat Hawaiian/Pacific Islander	2
Non-Resident Alien	1,175
Unknown	62

African-American Beginning Freshmen Retention Rates

Cohort	SAU Total	African American
2002 Cohort	65.19%	74.32%
2003 Cohort	62.87%	68.42%
2004 Cohort	63.68%	61.88%
2005 Cohort	62.08%	54.55%
2006 Cohort	61.62%	71.79%
2007 Cohort	56.36%	53.85%
2008 Cohort	62.82%	62.92%
2009 Cohort	62.34%	62.28%
2010 Cohort	60.19%	59.70%
2011 Cohort	60.28%	55.26%
2012 Cohort	64.30%	55.70%
2013 Cohort	63.00%	53.42%
2014 Cohort	62.10%	55.50%
2015 Cohort	65.50%	65.30%
2016 Cohort	66.1%	62.00%
2017 Cohort	65.3%	58.1%
2018 Cohort	66.9%	61.7%
2019 Cohort	71.5%	71.3%
2020 Cohort	64.1%	53.5%
2021 Cohort	70.5%	68.2%
2022 Cohort	69.1%	65.3%

African-American Beginning Freshmen Graduation Rates

Cohort	SAU Total	African American
2002	31.97%	28.37%
2003	31.80%	24.34%
2004	34.15%	26.00%
2005	32.80%	23.08%
2006	34.50%	28.21%
2007	34.10%	20.10%
2008	36.05%	23.60%
2009	31.20%	23.35%
2010	34.21%	24.88%
2011	34.42%	22.63%
2012	37.71%	26.58%
2013	40.88%	24.38%
2014	40.34%	26.07%
2015	37.79%	28.03%
2016	38.65%	24.43%
2017	40.16%	26.73%

Faculty and Staff* (October 2023)

Accountant	1
Administrative Assistant	3
Administrative Specialist	1
Administrative Specialist I	2
Administrative Specialist II	2
Administrative Specialist III	2
Advisor	5
Alumni Operations Coordinator	1
Analyst	1
Assistant Coach	4
Assistant Director, Alumni Relations	1
Assistant Director, Development	1
Assistant Director, International Admissions	1
Assistant Director, Mulerider Activity Center	1
Assistant Director, Recruitment	1
Assistant Director, Upward Bound	1
Assistant Professor	18
Assistant Registrar	1
Associate Dean	1
Associate Professor	5
Cashier	2
Clinical Site Coordinator	1
Coach	3
Coordinator	2
Counselor	3
Dean	1
Department Chairperson	2
Director of Theatre	1
Director, Academic Advising	1
Director, International Student Services	1
Director, Student Aid	1
Director, Student Support Services	1
Education Specialist	1
Equipment Operator	1
Faculty	1
Financial Aid Analyst	1
Fiscal Support Technician	1
Heavy Equipment Operator	1
Human Resources Manager	1
Instructor	30
International Specialist for Analytics	1
Loan Officer	1
Maintenance Assistant	1
Network Analyst	1
Professor	4

Public Safety Officer	1
Student Accounts Officer	1
Vice President, Finance	1
TOTAL:	120

*includes adjunct instructors

Full-time Faculty (October 2023)

American Indian/Alaska Native	0
Asian	19
Black/African American	17
Hispanic/Latino	2
Multi-Racial	1
Nat Hawaiian/Pacific Islander	0
Non-Resident Alien	0
Unknown	0

Adjunct Faculty (October 2023)

American Indian/Alaska Native	0
Asian	11
Black/African American	12
Hispanic/Latino	3
Multi-Racial	0
Nat Hawaiian/Pacific Islander	0
Non-Resident Alien	0
Unknown	1

Faculty & Staff New-hires (July 1, 2023-June 30, 2024)

Accountant II	1
Advisor	1
Analyst	1
Assistant Basketball Coach	2
Assistant Football Coach	2
Assistant Professor	4
Assistant Track Coach	3
Clinical Site Coordinator	1
Coach	1
Education Specialist	1
Equipment Operator	1
Fiscal Support Technician	1
Instructor	1
International Specialist for Analytics	1
Marketing Coordinator	1
Public Safety Officer	1
Purchasing/Payroll Specialist	1
Total:	24

Some observations and analyses of the most recent recruitment and retention data:

1. Two years ago, African American enrollments declined by 13.8% over the previous year, a phenomenon that we speculated was the result of the effects of the COVID-19 pandemic. Last year, African American enrollments increased by 12.5%, recovering to 1,107. The growth trend was continued this year with a 1.8% increase, rising to 1,127.
2. The University's Hispanic/Latino student population declined slightly this year from 200 in 2022-2023 to 196 in 2023-2024, a 2% decrease. Meanwhile, multi-race student enrollment decreased by 15.6% from 302 in 2022-2023 to 255 in 2023-2024.
3. Enrollments of non-resident aliens declined by 5.3% this year, almost entirely due to lower enrollment in our Master's in Computer and Information Systems (MCIS).
4. Last year, we noted an increase in first-year retention for both overall and African American student populations admitted in Fall 2021 compared to Fall 2020. The University notes a slight decline in both rates for students admitted in Fall 2022, with overall first-year retention falling from 70.5% to 69.1% and first-year retention for African American students falling from 68.2% to 65.3%.
5. The University notes an increase in the six-year graduation rate for the overall and African American student populations in the 2017 cohort. The overall rate rose from 38.65% for the 2016 admission cohort to 40.16% for the 2017 admission cohort, while the 6-year graduation rate for African American students rose from 24.43% to 26.73%.
6. The number of full-time African American faculty rose from 16 to 17 over the past year, and the overall number of minority full-time faculty increased from 37 to 39.

Multicultural Services Mission Statement

The Office of Multicultural Services is dedicated to providing and promoting cultural and educational enrichment opportunities that foster an environment conducive to multicultural growth. It recognizes that internal and external partnerships must be established to stimulate and institutionalize an awareness of, acknowledgment of, and appreciation for diversity among students, faculty, and staff. Further, the Office supports students from all backgrounds as they pursue educational and career goals by providing opportunities for intellectual, social, and moral development.

OFFICE of MULTICULTURAL SERVICES 2023/2024 ACTIVITIES and EVENTS

JULY 2023

- Co-hosted 2nd Annual Black Alumni Summer Getaway - Dubai

AUGUST 2023

- Black Students Association Meeting
- Facilitated Diversity Sessions with Freshmen During Orientation

SEPTEMBER 2023

- Black Students Association Meeting
- Sexual Assault Awareness Week Activities
- Black Students Association Meeting
- Facilitated True Colors Seminar
- Black Students Association Meeting
- Facilitated True Colors Seminar
- Facilitated Civility Seminar with Freshman Seminar Class
- Iota Phi Theta Founders' Day
- Latinos Unidos Meeting

OCTOBER 2023

- Black Alumni Connection Homecoming Meet and Greet
- Homecoming Greekshow
- BSA Meeting
- Facilitated True Colors Seminar
- Civility Session with Freshman Seminar Class
- Latinos Unidos Meeting

NOVEMBER 2023

- BSA Meeting
- Met with Financial Literacy for Students (Mulerider \$ense) Committee
- BSA Meeting
- National Pan-Hellenic Greek Council Meeting
- Met with College of Education Minority Recruitment, Retention & Completion Committee (RRC)
- Latinos Unidos Meeting
- Facilitated True Colors Seminar
- Omega Psi Phi Fraternity Founders' Day
- Sigma Gamma Rho Sorority Founders' Day

DECEMBER 2023

- Alpha Phi Alpha Fraternity Founders' Day
- BSA Meeting
- NPHC Meeting
- Latinos Unidos Meeting

JANUARY 2024

- Black Student Association Meeting
- National Pan-Hellenic Greek Council Meeting
- Latinos Unidos Meeting
- Kappa Alpha Psi Fraternity Founders' Day
- Alpha Kappa Alpha Sorority Founders' Day
- Phi Beta Sigma Fraternity Founders' Day
- Zeta Phi Beta Sorority Founders' Day

FEBRUARY 2024

- BSA Meeting
- Latinos Unidos Meeting
- NPHC Meeting
- BSA Meeting
- NPHC Meeting
- Facilitated True Colors Seminar
- Met with RRC
- BSA Panel Discussion – *Fostering Healthy Relationships*

MARCH 2024

- BSA Meeting
- NPHC Meeting
- True Colors Seminar

- BSA Panel Discussion – *Career/Workplace Readiness*
- Alternative Spring Break – Disney World
- Latinos Unidos Dinner
- Met with SAU Alumni Association

APRIL 2024

- NPHC Meeting
- BSA Meeting
- True Colors Seminar
- Diversity Excellence Awards (Faculty, Staff, Student Organization)
- Co-Sponsored *Delta* Sigma Theta Sorority 50-Year Banquet
- Re-established Iota Phi Theta, Fraternity
- Celebrated Sigma Gamma Rho, Sorority Charter Day

MAY 2024

- Graduation

JUNE 2024

- JUNETEENTH Observation

JULY 2024

- 3rd Annual Black Alumni Connection Summer Getaway - Hawaii



Southern Arkansas University Tech
Minority Recruitment and Retention Annual Report
June 10, 2024

Southern Arkansas University Tech Minority Recruitment and Retention Annual Report - 2023

Number of minority students who currently attend the institution.

In the fall 2023 semester there were 400 minority students attending SAU Tech. The total fall 2023 headcount was 943. The table details the fall 2023 enrollment by race/ethnicity categories. (*Plan Indicator to Determine Success #3 – Comparison of student enrollment each fall semester.*)

	Headcount Enrollment									
	Fall 2023		Fall 2022		Fall 2021		Fall 2020		Fall 2019	
American Indian/Alaska Native	1	0.1%	1	0.1	1	0.10%	2	0.26%	3	0.27%
Asian/Pacific Islander	3	0.2%	1	0.1	2	0.20%	1	0.13%	3	0.27%
Black (Non-Hispanic)	342	36.4%	353	37.4%	385	39.13%	323	42%	394	35.75%
Hispanic	41	4.4%	59	6.3%	51	5.18%	31	4.04%	52	4.72%
Native Hawaiian/Other Pacific Islander	0	0.0%	0	0.0%	1	0.10%	0	0.00%	0	0.00%
Unknown & Non-Resident Alien	13	1.4%	8	0.8%	4	0.40	4	0.52%	4	0.36%
White	486	51.5%	472	50.1%	474	48.17%	343	44.60%	550	49.91%
Two or More Races	57	6%	49	5.2%	66	6.72%	65	8.45%	96	8.71%
Total	943	100.00	943	100.00	984	100.00	769	100.00%	1102	100.00%

Source: ADHE SIS File Submission/ IPEDS Fall Enrollment Survey Component

Number and position title of minority faculty and staff who currently work for the institution.

The table shows full time faculty and staff employed at SAU Tech as of the fall 2023 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2023									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	7	0	0	1	0	49	0	58
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Educational Services	0	7	0	0	0	6	9	0	13
Management	0	8	0	0	0	0	10	0	18
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	0	0	3
Community Service, Legal, Arts, & Media s	0	3	0	0	0	0	0	0	3
Service	0	4	0	0	1	0	8	0	13
Office & Administrative Support	0	12	0	0	0	0	15	0	27
Natural Resources, Construction, & Maintenance	0	1	0	0	0	0	2	0	3
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	
GRAND TOTAL	1	45	1	0	1	0	95	0	143

Source: IPEDS Human Resources Survey Component using SOC Cod Categories

Number and position title of minority faculty and staff who currently work for the institution.

The table shows full time faculty and staff employed at SAU Tech as of the fall 2022 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2022									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	7	0	0	1	0	54	0	63
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	8	0	0	0	6	9	0	14
Management	0	8	0	0	0	0	12	0	20
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	2	0	3
Service	0	3	0	0	1	0	7	0	11
Office & Administrative Support	0	11	0	0	0	0	15	0	26
Natural Resources, Construction, & Maintenance	0	2	0	0	0	0	1	0	3
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	1
GRAND TOTAL	1	44	0	0	2	6	97	0	150

Source: IPEDS Human Resources Survey Component using SOC Cod Categories

Number and position title of minority faculty and staff who currently work for the institution.

The table shows full time faculty and staff employed at SAU Tech as of the fall 2021 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2021									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	6	0	0	1	1	50	0	59
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0		0	0
Student & Academic Affairs & Other Educational Services	0	6	0	0	0	0	7	0	13
Management	0	8	0	0	0	0	12	0	20
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media s	0	3	0	0	0	0	0	0	3
Service	0	3	0	0	1	0	7	0	11
Office & Administrative Support	0	13	0	0	0	0	17	0	30
Natural Resources, Construction, & Maintenance	0	2	0	0	0	0	1	0	3
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1	44	0	0	2	1	100	0	148

Source: IPEDS Human Resources Survey Component using SOC Cod Categories

Number and position title of minority faculty and staff who currently work for the institution.

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2020 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2020									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	7	0	0	1	0	48	0	57
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	8	0	0	0	5		0	13
Management	0	8	0	0	0	0	11	0	19
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	3	0	4
Service	0	5	0	0	1	0	7	0	13
Office & Administrative Support	0	14	0	0	0	0	14	0	28
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	4	0	4
Production, Transportation, & Material Moving	0	0	0	0	0	0		0	0
GRAND TOTAL	1	46	0	0	2	0	99	0	148

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who currently work for the institution.

The table shows full-time faculty and staff employed at SAU Tech as of the fall 2019 semester.

Southern Arkansas University Tech Faculty/Staff Fall 2019									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	4	0	0	0	0	34	0	39
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	9	0	0	0	0	4	0	13
Management	0	7	0	0	0	0	8	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media s	0	1	0	0	0	0	3	0	4
Service	0	3	0	0	1	0	6	0	10
Office & Administrative Support	0	10	0	0	0	0	7	0	17
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	5
Production, Transportation, & Material Moving	0	0	0	0	0	0		0	0
GRAND TOTAL	1	37	0	0	1	0	74	0	113

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number of minority, by minority group, full-time faculty who currently work for the institution. (2022)

In the fall 2022 semester, there were **nine (9)** full-time minority faculty. The fall 2022 total full-time faculty was **58**. The table details full-time faculty by minority group. (*Plan Indicator to Determine Success #5 – Comparison of faculty subpopulations each fall.*)

	Southern Arkansas University Tech Full-Time Faculty									
Race	Fall 2022		Fall 2022		Fall 2021		Fall 2020		Fall 2019	
Non-Resident Alien	1	2%	1	2%	1	2%	1	2%	1	3%
Black Non-Hispanic	7	12%	6	10%	7	11%	7	12%	4	10%
American Indian/Alaskan Native	0	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	1	2%	1	2%	0	0%	0	0%	0	0%
Hispanic	0	0%	1	2%	1	2%	1	2%	0	0%
White, Non-Hispanic	49	84%	50	84%	54	85%	48	84%	34	87%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Total	58	100%	59	100%	63	100%	57	100%	39	100%

Source: IPEDS Human Resources Survey Component

Number of minority adjunct faculty who currently work for the institution.

In the fall 2023 semester, there were **2** minority adjuncts or part-time minority faculty. The fall 2023 total part-time or adjunct faculty was **25**. The table details part-time or adjunct faculty by minority group. (*Plan Indicator to Determine Success #5 – Comparison of faculty subpopulations each fall.*)

	Southern Arkansas University Tech Part-Time Faculty									
Race	Fall 2023		Fall 2022		Fall 2021		Fall 2020		Fall 2019	
Non-Resident Alien	0	0%	0	0%	0	0%	0	0%	0	0.0%
Black Non-Hispanic	3	12%	2	10%	3	12%	2	10%	4	20.0%
American Indian/Alaskan Native	0	0%	0	0%	0	0%	0	0%	0	0.0%
Asian/Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0.0%
Hispanic	1	4%	0	0%		0%		0%	1	5.0%
White, Non-Hispanic	21	84%	18	90%	22	88%	18	90%	15	75.0%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0.0%
Total	25	100%	20	100.00%	25	100.00%	20	100.00%	20	100.00%

Source: IPEDS Human Resources Survey Component

Number and position title of minority staff who currently work for the institution.

In the fall 2023 semester, there were **39** minority staff employed at SAU Tech. The fall 2023 staff employment for SAU Tech was **85**. The table details staff by minority group. *(Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.)*

Southern Arkansas University Tech Staff Fall 2023									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Educational Services	0	7	0	0	0	0	6	0	13
Management	0	8	0	0	0	0	10	0	18
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	1	0	4
Community Service, Legal, Arts, & Media	0	3	0	0	0	0	0	0	3
Service	0	4	0	0	1	0	8	0	13
Office & Administrative Support	0	12	0	0	0	0	15	0	27
Natural Resources, Construction, & Maintenance	0	1	0	0	0	0	2	0	3
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	38	0	0	1	0	46	0	85

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority staff who currently work for the institution.

In the fall 2022 semester, there were **38** minority staff employed at SAU Tech. The fall 2022 staff employment for SAU Tech was **87**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

Southern Arkansas University Tech Staff Fall 2022									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	8	0	0	0	0	6	0	14
Management	0	8	0	0	0	0	12	0	20
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media	0	2	0	0	0	0	1	0	3
Service	0	3	0	0	1	0	7	0	11
Office & Administrative Support	0	11	0	0	0	0	15	0	26
Natural Resources, Construction, & Maintenance	0	2	0	0	0	0	1	0	3
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	37	0	0	1	0	49	0	87

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority staff who currently work for the institution.

In the fall 2021 semester, there were **39** minority staff employed at SAU Tech. The fall 2021 staff employment for SAU Tech was **91**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

Southern Arkansas University Tech Staff Fall 2021									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	8	0	0	0	0	5	0	13
Management	0	8	0	0	0	0	11	0	19
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	4
Service	0	5	0	0	1	0	7	0	13
Office & Administrative Support	0	14	0	0	0	0	14	0	28
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	4	0	4
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	39	0	0	0	0	51	0	91

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority staff who currently work for the institution.

In the fall 2020 semester, there were **34** minority staff employed at SAU Tech. The fall 2020 staff employment for SAU Tech was **74**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

Southern Arkansas University Tech Staff Fall 2020									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	9	0	0	0	0	4	0	13
Management	0	7	0	0	0	0	8	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	5
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	4
Service	0	3	0	0	1	0	6	0	10
Office & Administrative Support	0	10	0	0	0	0	7	0	17
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	5
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	33	0	0	1	0	40	0	74

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority staff who currently work for the institution.

In the fall 2019 semester, there were **32** minority staff employed at SAU Tech. The fall 2019 staff employment for SAU Tech was **77**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

Southern Arkansas University Tech Staff Fall 2019										
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Two or more races	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	0	1
Library Technicians	0	0	0	0	0	0	1	0	0	1
Student & Academic Affairs & Other Educational Services	0	6	0	0	0	0	8	1	0	15
Management	0	7	0	0	0	0	8	0	0	15
Business & Finance Ops	0	0	0	0	0	0	3	0	0	3
Computer, Engineering, & Science	0	3	0	0	0	0	2	0	0	5
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	0	4
Service	0	5	0	0	1	0	6	0	0	12
Office & Administrative Support	0	8	0	0	0	0	7	0	0	15
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	5	0	0	5
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	0	1
GRAND TOTAL	0	31	0	0	1	0	44	1	0	77

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority staff who currently work for the institution.

In the fall 2018 semester, there were **26** minority staff employed at SAU Tech. The fall 2018 staff employment for SAU Tech was **79**. The table details staff by minority group. (*Plan Indicator to Determine Success #6 – Comparison of staff subpopulations each fall.*)

Southern Arkansas University Tech Staff Fall 2018									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Librarians	0	0	0	0	0	0	1	0	1
Library Technicians	0	0	0	0	0	0	1	0	1
Student & Academic Affairs & Other Educational Services	0	2	0	0	0	0	10	0	12
Management	0	6	0	0	0	0	11	0	17
Business & Finance Ops	0	0	0	0	0	0	3	0	3
Computer, Engineering, & Science	0	2	0	0	0	0	2	0	4
Community Service, Legal, Arts, & Media	0	1	0	0	0	0	3	0	4
Service	0	4	0	0	1	0	5	2	12
Office & Administrative Support	0	9	0	0	0	0	8	0	17
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	7	0	7
Production, Transportation, & Material Moving	0	1	0	0	0	0	0	0	1
GRAND TOTAL	0	25	0	0	1	0	51	2	79

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who began working at the institution in the past year. Between November 1, 2022 and October 31, 2023 there were **five (5)** minority faculty and staff who began working at the institution, which represents **22%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2022-October 31, 2023									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	3	0	0	0	0	8	0	11
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	0	0	0	0	0	2	0	2
Management	0	0	0	0	0	0	1	0	1
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	1	0	1
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	1	0	0	0	0	1	0	2
Office & Administrative Support	0	1	0	0	0	0	4	0	5
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	2	0	2
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	5	0	0	0	0	18	0	23

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who began working at the institution in the past year. Between November 1, 2021 and October 31, 2022 there were 7 minority faculty and staff who began working at the institution, which represents 28% of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 20, 2021-October 21, 2022									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty		2	0	0	0	0	10	0	12
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	1	0	0	0	0	2	0	3
Management	0	1	0	0	0	0	0	0	1
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	1	0	0	0	0	0	0	1
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	0	0	0	0	0	2	0	2
Office & Administrative Support	0	2	0	0	0	0	3	0	5
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	1	0	1
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	6	0	0	1	0	18	0	25

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who began working at the institution in the past year. Between November 1, 2020 and October 31, 2021 there were 9 minority faculty and staff who began working at the institution, which represents 45% of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2020-October 31, 2021									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty		3	0	0	1	0	5	0	9
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	0	0	0	0	0	1	0	1
Management	0	1	0	0	0	0	0	0	1
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	1	0	0	0	0	1	0	2
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	1	0	0	0	0	2	0	3
Office & Administrative Support	0	2	0	0	0	0	1	0	3
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	1	0	1
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	8	0	0	1	0	11	0	20

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who began working at the institution in the past year. Between November 1, 2019 and October 31, 2020 there were **ten (10)** minority faculty and staff who began working at the institution, which represents **58.8%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2019-October 31, 2020									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	1	3	0	0	0	0	5	0	9
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	3	0	0	0	0	0	0	3
Management	0	0	0	0	0	0	0	0	0
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	0	0	0	0	0	0	0	0
Office & Administrative Support	0	3	0	0	0	0	2	0	5
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	0
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	1	9	0	0	0	0	7	0	17

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Number and position title of minority faculty and staff who began working at the institution in the past year. Between November 1, 2018 and October 31, 2019 there were **eight (8)** minority faculty and staff who began working at the institution, which represents **50.0%** of the total new hires. The table details faculty and staff positions by minority group.

Southern Arkansas University Tech Faculty/Staff New Hires November 1, 2018-October 31, 2019									
Race	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	White, Non-Hispanic	Unknown	TOTAL
Full-Time Faculty	0	2	0	0	0	0	3	0	5
Librarians	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0
Student & Academic Affairs & Other Education Services	0	3	0	0	0	0	4	0	7
Management	0	1	0	0	0	0	0	0	1
Business & Finance Ops Occupations	0	0	0	0	0	0	0	0	0
Computer, Engineering, & Science	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts, & Media	0	0	0	0	0	0	0	0	0
Service	0	1	0	0	0	0	0	0	1
Office & Administrative Support	0	1	0	0	0	0	1	0	2
Natural Resources, Construction, & Maintenance	0	0	0	0	0	0	0	0	0
Production, Transportation, & Material Moving	0	0	0	0	0	0	0	0	0
GRAND TOTAL	0	8	0	0	0	0	8	0	16

Source: IPEDS Human Resources Survey Component using SOC Code Categories

Progress was made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. The ultimate goal of SAU Tech's Minority Recruitment/Retention Plan is to increase, through recruitment and retention, the student, faculty, and staff minority representation to the respective proportion in the primary service area. Primarily, SAU Tech serves the south central Arkansas counties of Calhoun, Columbia, Dallas, and Ouachita. According to the U.S. Census Bureau, Census 2020, population diversity in this service area is composed of 58% White, 32% Black or African American, and 4% Other ethnic origins.

Minorities represent **42.2%** for the total completions for 2023-2024. This is an increase of 0.2% of minority completions than on last year. Also, minorities represent 48.5% of total headcount enrollment for 2022-2023.

In the fall semester 2023, the full time faculty consisted of 16.00% minorities, adjunct or part time faculty consisted of 16.00% minorities, and the staff consisted of 34.00% minorities.

Plan Indicator to Determine Success # 4 – Comparison of completion rates each spring.

Race	Graduated Student File by Race/Ethnicity									
	2023-24		2022-2023		2021-2022		2020-2021		2019-2020	
American Indian/Alaska Native	0	0%	1	.26%	2	0.40%	1	0.24%	5	0.69%
Asian/Pacific Islander	1	0.4%	0	0.0%	2	0.40%	1	0.24%	3	0.41%
Black (Non-Hispanic)	69	30.9%	148	37.95%	161	32.26%	108	25.71%	169	23.18%
Hispanic	10	4.5%	26	6.67%	20	4.00%	19	4.52%	32	4.39%
Native Hawaiian	0	0%	0	0.0%	1	0.40%	1	0.24%	0	0.00%
Two or More Races	13	5.8%	27	6.92%	18	3.60%	20	4.77%	40	5.49%
Non-resident Alien	0	0%	2	0.5%	3	0.60%	3	0.71%	2	0.27%
Unknown	1	0.4%	0	0	0	0.00	0	0.00	1	0.14%
White	129	57.8%	186	47.70%	292	58.34%	267	63.57%	477	65.43%
Total Graduates	223	5.8%	390	100.00	499	100%	420	100%	729	100.00%

NOTE: Academic Year 2023-2024 Graduated Student numbers are based on a file extraction from the Graduate File in our SIS platform as of June 1, 2024. These numbers could change since the academic year has not yet ended and there could be additional graduates from the Summer I 2023 term.

Strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives. The college will continue to work toward the current objectives and work to refine the methods being employed.

Include your timeline, budget, and methods used to assess and monitor progress. The college will continue to assess and monitor progress on an annual basis. There is not a budget specifically for minority recruitment and retention. Therefore, the budget for minority recruitment is dispersed throughout the college. All faculty and staff hiring is centralized to insure consistency in the recruitment process for all positions and this is overseen by the Vice Chancellor for Finance and Administration. The Vice Chancellor for Student Services monitors activities specifically geared toward the minority student population.

Plan Indicator to Determine Success #2 – Review of the Fall Student Satisfaction Survey.

Item	Spring 2024	
Size of Classes	N/A	N/A
Racial Harmony	N/A	N/A
Overall Impression		

N/A

Note: SAU Tech replaced the Student Satisfaction Survey with the Community College Survey of Student Engagement. This instrument was implemented in the Spring 2024 semester and we are waiting for the final results from the testing agency.

Affirmative Action Report

July 1, 2023-May 21, 2024

Forty-three (43) positions were advertised and twenty-seven (27) employees were hired to fill the positions for July 1, 2023 to May 21, 2024. The positions were advertised through the following:

Higher Edjobs.com
AR Democrat-Gazette
Indeed

Shoppers Guide
arkansasjobs.net
Social Media (Facebook, LinkedIn, Twitter)

The applicants who completed the Equal Employment Data form submitted information for the following data.

Three hundred thirty-nine (339) applications were submitted and reviewed for the filled positions eighty (80) candidates were interviewed.

Candidates who received an interview were:

	Administrator	Faculty	Classified	Total
White	10	17	21	48
Black	6	4	16	26
Asian		2		2
Native Hawaiian				0
Hispanic				0
No Response	2	1	1	4
				80
Male	3	7	3	13
Female	15	17	35	67
				80

The interview committees made their selection to hire the candidates based on qualifications, presentations, knowledge of area and experience. Of the candidates interviewed, those who hired were:

	Administrator	Faculty	Classified	Total
White	4	9	4	17
Black	3	3	4	10
Asian				0
Hispanic				0
				27
Male	2	4	1	7
Female	5	7	8	20
				27

Note: 10 (10) positions have not been filled as of May 21, 2024. The table below shows the vacant positions for each division and classification.

	Administration	Faculty	Classified
Career Academy	0	0	0
AETA	0	0	0
AFTA	1	0	0
Adult Education	0	2	0
SAU Tech	2	3	2

Debbie Beasley, Director
Human Resources



**MINORITY
RECRUITMENT AND RETENTION REPORT
2023**

**Submitted by
Dr. Stacy Pfluger
Provost**

June 30, 2023

1. **Number of minority students, by minority group, who currently attend the institution.** There were 696 minority students out of 838 enrolled in Southeast Arkansas College during the 2022 spring semester. This is a 15% decrease in the number of minority students enrolled from 2021SP. However, percentage-wise, it's a 3% increase in the percent of minority students from 2021SP to 2022SP, as the percentage of minority students increased from 81% in 2021SP to 83% in 2022SP.

Table 1: Race/Ethnicity of Students Enrolled in Spring 2022	
Race/Ethnicity	# Enrolled
American Indian or Alaskan Nat	3
Asian Or Pacific Islander	10
Black (non-Hispanic Origin)	515
Hispanic	145
Other	15
White	176
TOTAL	863

Table 2: Percentages of Students Enrolled in Credit Courses in Spring 2022 by Enrollment Status and Demographics	
Enrollment Status	
FT Enrollment	31%
PT Enrollment	69%
Program Type	
Occupational/Technical Education	43%
General Education	57%
Gender	
Male	32%
Female	68%
Race/Ethnicity	
African American	60%
Hispanic/Latino	17%
White	20%
Other	3%
Age	
Average Age	29
Total Student Enrollment (Unduplicated)	863

Number and position title of minority faculty and staff who currently work for the institution.

<u>ADMINISTRATION - 3</u>		
President	Male	Two or More Races
Executive Director of Institutional Advancement	Female	Black or African American
Dean of Students	Female	Black or African American
Dean of Nursing and Allied Health	Female	Black or African American

<u>PROFESSIONAL - 13</u>		
Interim Director of Financial Aid	Female	Black or African American
Director, Childcare Center	Female	Black or African American
Business Manager	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Female	Black or African American
Career Coach	Male	Black or African American
Career Coach – TANF	Female	Black or African American
Coordinator of Administrative Computing	Female	Black or African American
Computer Operations Coordinator	Male	Two or More Races
Community Resource Specialist	Female	Black or African American
Coordinator, Career Pathways Intake	Female	Black or African American
Coordinator, SNAP E&T	Female	Black or African American
Counselor - TRIO	Female	Black or African American
Director of Adult Education	Male	Black or African American
Director of Recruitment	Male	Black or African American
Director of Tutoring Central	Female	Black or African American
Director of TRIO	Male	Black or African American
Director of Workforce Development	Male	Black or African American
Education Career Counselor	Female	Black or African American
Registrar	Female	American Indian
Student Success Coach	Female	Black or African American

<u>FACULTY - 22</u>		
Faculty/General Studies	Female	Black or African American
Faculty/General Studies	Male	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American

Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Nursing and Allied Health	Female	Black or African American
Faculty/Adult Education	Female	Asian
Faculty/Adult Education	Female	Black or African American
Faculty/Adult Education	Male	Black or African American
Faculty/Technical Studies	Male	Black or African American
Faculty/Technical Studies	Male	Black or African American
Faculty/Special Instructor-Coordinator Early Childhood	Female	Black or African American

<u>STAFF - 33</u>		
Administrative Analyst	Female	Black or African American
Administrative Specialist II	Female	Black or African American
Administrative Specialist II	Female	Black or African American
Administrative Specialist II	Female	Black or African American
Administrative Specialist II	Female	Black or African American
Administrative Specialist II Development	Female	Black or African American
Budget Specialist	Female	Black or African American
Cashier	Female	Two or More Races
Custodial Supervisor	Male	Black or African American
Early Headstart Assistant Teacher	Female	Black or African American
Early Headstart Assistant Teacher	Female	Black or African American
Human Resources Specialist	Female	Black or African American
Institutional Services Assistant	Female	Black or African American
Institutional Services Assistant	Female	Black or African American
Library Support Assistant	Female	Black or African American
Library Technician II	Female	Black or African American
Maintenance Assistant	Male	Black or African American
Payroll Technician	Female	Black or African American
Project/Program Specialist	Male	Black or African American
Project/Program Specialist	Female	Black or African American
Shipping and Receiving Clerk	Female	Black or African American

Number of minority adjunct faculty who currently work for the institution.

ADJUNCT INSTRUCTORS- 26

GENDER	Black	Am. Indian	Asian	Hispanic	2 or more Races
Male	10	0	0	0	0
Female	16	0	0	0	0

Full-Time Employees

	Asian	American Indian	Black	Hispanic	White	Two or More	Total
Faculty - Adjunct							
Female	0	0	16	1	12	0	29
Male	2	0	11	0	10	0	23
Faculty - Full-time							
Female	0	0	13	0	8	1	22
Male	0	0	4	1	9	0	14
Total Faculty							
Female	0	0	29	1	20	1	51
Male	2	0	15	1	19	0	27
Staff - Classified							
Female	0	1	16	0	16	0	33
Male	0	0	7	0	3	0	10
Staff - Non-Classified							
Female	1	0	12	0	8	0	21
Male	0	0	8	0	4	1	13
Total Staff							
Female	0	1	33	0	25	1	60
Male	0	0	10	0	11	2	23

Number and position title of minority faculty and staff who began working at the institution in the past year.

There were 22 full-time minority faculty and staff members who began their employment with Southeast Arkansas College between July 1, 2022, and June 30, 2023.

The table below lists the positions that were filled with minority faculty and staff members hired in the past year

POSTION	NUMBER
Adjunct Faculty	12
Full-Time Faculty	8
Academic Specialist – TRIO	1
Administrative Analyst	1
Administrative Specialist II	3
Administrative Specialist III	2
Career Coach	2
Community Resource Specialist	1
Dean of Students	1
Institutional Services Assistant	2
Total	33

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff. Include any new strategies or activities that have been added for the upcoming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives. Include your timeline, budget, and methods used to assess and monitor progress.

Southeast Arkansas College (SEARK College) does not discriminate against any individual on the basis of race, color, sex, religion, national origin, age, or disability in making decisions regarding employment, student admission or other functions, operations or activities.

The College complies with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 (ADA). This document is Southeast Arkansas College's Affirmative Action Plan.

Southeast Arkansas College has made significant progress in recruiting minority students and faculty. As indicated in this report, our student body is made up of an increasing percentage of students from minority populations. The College strives to create an inclusive environment in which students, faculty, and staff from varied backgrounds and representing a variety of racial and ethnic groups can feel welcome. This is becoming even more paramount to the institution as the College focuses on improving retention and graduation rates through improving the quality of interactions students experience with faculty and staff members. Diversity is one of the College's core values. As an open enrollment institution, SEARK College is committed to a providing a learning environment that is supportive for all students. This commitment is reflected through the admissions process for students and the hiring process for faculty and staff.

Southeast Arkansas College will continue to assess the programs in place to recruit and retain minority students, faculty, and staff. The College provides opportunities for students to learn about different cultures and accepts international students. Through a combination of curricular and co-curricular activities, students have the opportunity to develop an understanding of cultures beyond their own. The College provides training for supervisory staff in areas related to leadership, emotional intelligence, and communication. In addition, the College recently launched a Leadership Workshop for leaders or aspiring leaders throughout the institution. As a result of continued training, supervisory staff, including academic leaders, are expected to develop skills that help them become effective at leading and working with students, staff, and faculty members from a variety of backgrounds.

**University of Arkansas Community College at Batesville
Minority Recruitment and Retention 2023-2024 Annual Report**

I. Number of minority students, by minority group, who currently attend the institution.

Fall Semester Comparisons	# and % of Students Enrolled							
Minority Group	2020		2021		2022		2023	
American Indian/Alaskan Native	6	.41%	8	.75%	9	.84%	11	0.98%
Black	24	1.87%	25	2.34%	22	2.06%	28	2.50%
Hispanic	95	5.92%	83	7.76%	85	7.95%	107	9.57%
Asian	11	.65%	6	.56%	9	.84%	10	0.89%
Hawaiian	1	0%	1	.09%	1	.09%	1	0.09%
Multiple Races	91	5.35%	55	5.14%	60	5.61%	69	6.17%
Total Minority Students	228	14.19%	178	16.65%	186	17.40%	226	20.21%

Spring Semester Comparisons	# and % of Students Enrolled							
Minority Group	2021		2022		2023		2024	
American Indian/Alaskan Native	5	.54%	7	.80%	7	.77%	9	0.81%
Black	23	2.48%	15	1.71%	24	2.64%	23	2.07%
Hispanic	73	7.86%	71	8.08%	80	8.79%	97	8.74%
Asian	8	.86%	7	.80%	11	1.21%	10	0.90%
Hawaiian	0	0.08%	0	0%	2	.22%	2	0.18%
Multiple Races	66	7.10%	52	5.92%	48	5.27%	68	6.13%
Total Minority Students	216	18.84%	152	17.29%	172	18.90%	209	18.83%

During the Fall 2023 semester, 226 minority students were enrolled at UACCB. This is up 40 students from the total of 186 minority students enrolled in the Fall 2023

semester. Minority students comprised 20.21% of the total students enrolled in the Fall 2023 semester, a 2.81 percentage point increase from Fall 2022.

During the Spring 2025 semester, 209 minority students were enrolled at UACCB. This is up 37 students from the total of 172 minority students enrolled in the Spring 2024 semester. Minority students comprised 18.83% of the total number of students enrolled in the Spring 2024 semester, a .07 percentage point decrease from Spring 2023.

According to U.S. Census Bureau data, the minority population of UACCB's service area (Independence, Sharp, Stone, and Cleburne Counties) is 9.4%. UACCB's Fall 2023 student body was 10.81% more diverse than the UACCB service area and the Spring 2024 student body was 9.43% more diverse than the UACCB service area, there is still much work to be accomplished in diversifying the student body of UACCB.

II. Number and position title of minority faculty and staff who currently work for the institution.

UACCB currently has 105 full-time employees, 62 Adjunct instructors, and 44 part-time staff. Of that population, 22 employees are minorities. The percentage of minority employees is 10.4%, which exceeds UACCB's service area minority population of 9.4%. The following chart details the positions of current minority employees.

Employee Status	Position Title	Race/Ethnicity
Full-time	Admissions Specialist	American Indian/Alaskan Native
Full-time	Accountant II	Hispanic
Full-time	Director of Special Programs	Asian
Full-time	Academic Advisor	Black or African American
Full-time	Director	Black or African American
Faculty (Full-time)	Faculty	Black or African American
Faculty (Full-time)	Faculty	Hispanic
Faculty (Full-time)	Faculty	American Indian/Alaskan Native
Faculty (Part-time)	Adjunct Faculty	Hispanic
Faculty (Part-time)	Adjunct Faculty	Hispanic
Faculty (Part-time)	Adjunct Faculty	Asian
Faculty (Part-time)	Adjunct Faculty	Asian
Faculty (Part-time)	Adjunct Faculty	American Indian/Alaskan Native

Faculty (Part-time)	Adjunct Faculty	Black or African American
Faculty (Part-time)	Adjunct Faculty	Black or African American
Faculty (Part-time)	Adjunct Faculty	Black or African American
Staff (Part-time)	Extra Help	American Indian/Alaskan Native
Staff (Part-time)	Extra Help	Hispanic
Staff (Part-time)	Extra Help	Hispanic
Staff (Part-time)	Extra Help	Hispanic
Staff (Part-time)	Extra Help	Black or African American
Staff (Part-time)	Extra Help	Black or African American

III. Number of minorities, by minority group, full-time faculty who currently work for the institution.

Minority Group	# of Full-Time Faculty			
	2020-2021	2021-2022	2022-2023	2023-2024
American Indian/Alaskan Native	1	1	1	1
Black	2	1	0	1
Hispanic	0	1	1	1
Asian	0	0	0	0
Multiple Races	1	0	0	0
Total Minority Full-time Faculty	4	3	2	3

IV. Number of minority adjunct faculty who currently work for the institution.

Minority Group	# of Adjunct Faculty			
	2020-2021	2021-2022	2022-2023	2023-2024
American Indian/Alaskan Native	2	0	0	1
Black	1	1	1	3
Hispanic	0	1	1	2
Asian	1	1	1	2
Multiple Races	0	1	2	0
Total Minority Adjunct Faculty	4	4	5	8

V. Number and position title of minority faculty and staff who began working at the institution in the past year.

For 2023-2024, the institution hired 1 full-time faculty, and 4 part-time faculty in minority categories.

VI. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

Institutional Goals from the UACCB Minority Recruitment 5-Year Plan 2022-2027

- 1.) UACCB's student body will be more diverse than the service area population.

Success Indicator: UACCB's minority student percentage of enrollment will surpass the percentage of minorities in its designated service area.

Progress:

UACCB's student body consisted of 20.21% minority students in the Fall 2023 semester and 18.83% minority students in the Spring 2024 semester. The minority population of UACCB's designated service area is 9.4% according to the 2020 Census. This goal was met.

- 2.) UACCB will take steps to aggressively recruit and retain Board of Visitors members who represent racial and gender diversity.

Success Indicator: The Board of Visitors membership includes individuals who represent minority groups, with at least one member of the Board representing a racial minority.

Progress:

The Board of Visitors has minority representation for the 2023-2024 academic year. This goal was met.

- 3.) The College will aggressively pursue the hiring and/or promotion of applicants and employees who represent diversity.

Success Indicator: Applicants and subsequent employee body at UACCB reflects at least the level of racial diversity of its service area.

Progress:

The current percentage of employees who are minorities is 10.4%. Minorities currently comprise 9.4% of the population of UACCB's service area. This goal was met.

- 4.) UACCB will take a proactive stance on hiring racial minorities through the implementation of procedures to ensure that racial minorities are recruited, that qualified racial minorities are hired in faculty, supervisory, and staff positions, and that legal and ethical measures are taken to facilitate retention of those who are hired.

Success Indicator: Documentation of adherence to procedures in recruitment and hiring practices that ensures equity and fair treatment.

Progress:

Documentation in the Human Resources office indicates that employee recruitment and hiring processes and procedures were properly followed. UACCB advertises in wide reaching venues including the Arkansas Democrat-Gazette (daily newspaper with statewide reach), higheredjobs.com, and position specific advertising as deemed necessary for faculty and administrative positions to attract minority candidates. This goal was met.

- 5.) The College will assess all advisory committees and ensure that at least one minority representative is a member of each committee.

Success Indicator: Each advisory committee membership includes at least one minority member.

Progress: UACCB will continue to assess advisory committee representatives and make a focused effort to recruit minority representation for each of its advisory committees. The advisory committee process is being revised as is membership in each committee for the 2024-2025 academic year.

- 6.) The Director of Admissions in coordination with the Vice Chancellor for Student Services will evaluate the effectiveness of marketing strategies and make recommendations for the improvement of marketing efforts to the Marketing Team.

Success Indicator: Each year a survey of minority students will be conducted. Results will be analyzed to ensure that UACCB's marketing strategies and efforts have been received by prospective minority students. Suggestions and observations will be requested.

Progress:

UACCB has previously contracted with Interact Communications, Inc. to conduct their Media Prefs media preference survey. The survey was intended to "help discover what media are working... how best to reach and recruit students, and how to connect with current ones". However, this survey proved to be irrelevant for our minority recruitment efforts based on the fact that the survey was nationalized, rather than local or regionally based, and was more focused on age/generational demographics than minority demographics. We are currently pursuing a partnership with the Flex 360 group, who has had a great deal of success in reaching the Hispanic/Latino community which has been identified as an underserved minority population in our service area. We are excited about the potential partnership and resulting increases in outreach to this demographic (19% of the total Independence County demographic) which is increasing at a significant speed and percentage.

- 7.) The status of diversity will be assessed and reported annually as prescribed in Act 1091 of 1999.

Success Indicator: The Minority Report is submitted to the Arkansas Department of Education each year.

Progress:

The 2023-2024 Minority Recruitment and Retention Annual Report has been submitted.

This goal was met.

VII. Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

UACCB continues to make a concerted effort to recruit minority students. All recruiting and marketing materials are closely scrutinized to ensure minority representation appears in all printed materials.

The UACCB Office of Student Life and Registered Student Organizations (RSOs) held the following events for minority representation in the academic year 2023-2024:

- Constitution Day Celebration 9/14/2023 - Three locations: IH Grill, WTC Lobby, and RJB Lobby provided free constitutions in English and Spanish, stickers, flags, and voting registration forms in both English and Spanish.
- AmigoFest Community Celebration on 9/28/2023 - UACCB participated in providing and setting up a community-wide celebration at Riverside Park. The college partnered with several businesses in the local area and their diversity outreach departments. Free food, haircuts, education about customs and culture were provided. UACCB has our Adult Education and ESL program advertised and stationed during the event. Over 2,000+ community and state members were in attendance.
- Native American Heritage Day- 11/14/23- JAG and CMI student organizations provided an event that offered traditional beading, a scavenger fact hunt, and museum artifacts for students to view and learn about. Over 20+ students attended this event.
- Black History Month Celebration- February 2023 – African American History Quilt Project – UACCB featured influential African Americans through student, faculty, and staff creations. The final product was showcased in the library lobby windows. Participants picked up color and biography research hexagons in key locations across campus. Over 30+ participants in this project.
- Black History Month Celebration- Movie Night_ February 25, 2024- UACCB offered a free movie at the Melba Theater on Main Street that was open to the community and featured the film, Harriet. Over 25+ community members, students, and employees attended the event.
- Martin Luther King Jr. Day of Service – February 17, 2024 (rescheduled date due to inclement weather in Jan.)- Volunteers met up on Main Street in Batesville to join in on community camaraderie and environmental stewardship. The day was in honor of MLK Jr.'s legacy of service. We had 10 volunteers from the community and students combined.
- Women's History Month Featured a Women's Leadership Panel – March 28, 2024- This panel discussion featured UACCB faculty, staff, alumni, and community members as panelists and moderators. The discussion focused on their different career journeys and advice for upcoming professionals. 10+ people attended the panel.
- UACCB Gateway News (a campus-wide newsletter via email)- May & June 2024_Spotlights on both Asian American Pacific Islander Native Hawaiian (AAPI) and Pride Months by sharing

education links and videos as well as AAPI and LGBTQ+ authors and history books. This newsletter reaches out to over 1100+ UACCB employees and students bi-monthly.

VIII. Include your timeline, budget, and methods used to assess and monitor progress.

Minority student recruitment progress will be evaluated after the census date when enrollment data for the Fall and Spring semesters is available, and a report will be developed assessing recruitment efforts. Evaluating progress after each term allows time to assess where efforts need to be focused on the development of the recruitment and marketing plan for the upcoming year. Each racial/ethnic minority group as well as the aggregate numbers of minority students will be examined for growth in new students recruited and retained.

The budget for recruitment and retention related activities is listed below:

1.) Recruitment Budget Total for 2023-2024 is \$239,805.12

2.) Retention Related Budgets Total \$1,132,660.45

- a. Academic Advising = \$314,228.61
- b. Access Services = \$136,534.95
- c. Counseling = \$72,000.00
- d. Scholarships = \$546,750.00
- e. Tutoring = \$63,146.89

**Minority Recruitment and Retention
Progress Report
2024**

**The University of Arkansas
Community College at
Hope-Texarkana**

**Prepared for the Arkansas Department of Higher Education
June 2024**

Minority Retention Action Plan and Progress Report 2023-2024

Introduction

The University of Arkansas Community College at Hope/Texarkana (UAHT) is operating under a 2021-2026 Five-Year Minority Recruitment and Retention Action Plan (Five-Year Action Plan) designed to integrate diversity initiatives into the core structures of the College. The goals were drafted to increase diversity of the College's faculty and student body, and then to systematically implement and assess an institutionalized campus environment of diversity and inclusion. The 2021-2026 Five-Year Action Plan consists of four goals. Two of the goals address the degree to which plans, strategies, events, personnel, messages, and curricular and co-curricular activities make the College an inclusive and welcoming environment for all students, personnel, and members of the communities we serve. The other two goals focus on the degree to which the campus attracts and retains students, faculty, and staff commensurate with the service area region.

The College developed and adopted its initial Five-Year Minority Recruitment and Retention Action Plan (Five-Year Action Plan) during the 2006-2007 academic year. Subsequent plans addressed commitment to multiculturalism and systematic implementation and assessment of institutionalized campus environments of inclusion. The overarching goal has been to create processes over programs. UAHT has worked hard to uphold its responsibility regarding educational diversity through the institutionalization of a campus environment that supports a culture of inclusion. Operations under past Five-Year Minority Recruitment and Retention Action Plans aided the campus in sustaining that responsibility.

Institutionalization

A little more than midway through the 2021-2026 Five-Year Action Plan the College has institutionalized ten of its strategies and activities identified in the Plan.

- Create a Latin-focused student organization (*see Activity 1.2.3.3*)
- Develop an academic recovery plan (*see Activity 2.1.1.1*)
- Develop professional development and training for advisors (*see Activity 2.1.1.2*)
- Implement virtual mental health counseling (*see Activity 2.1.1.5*)
- Identify classrooms with current technology for participation in Blackboard (*see Activity 2.2.1.1*)
- Identify classrooms requiring enhanced technology for Blackboard (*see Activity 2.2.1.2*)
- Evaluate search-committee style hiring (*see Strategy 4.1.1*)
- Ensure search committees are trained on inclusive hiring (*see Activity 4.1.1.2*)
- Create a task force on diversity, equity, and inclusion (*see Activity 4.2.1.2*)
- Incorporate mandatory bias training for all employees (*see Activity 4.2.1.3*)

Data Analysis

As time progresses, populations increase, decrease, and change in age, diversity, ethnicity, gender, and socioeconomic status. The UAHT service area, designated by the Arkansas Department of Higher Education, includes the counties of Hempstead, Miller, Nevada, Lafayette, and southern Howard and Pike in southwest Arkansas. According to the latest data of the U.S. Census Bureau, the College's average service area demographic breakdown is as follows:

Ethnic Group	Percentage
White	65.8%
Black	23.2%
Hispanic	7.5%
American Indian/Alaskan Native	0.7%
Asian	0.5%
Native Hawaiian/Pacific Islander	0.1%
More than One Race	5.4%

arstatedatacenter.youraedi.com/census-2020/
Arkansas Economic Development Institute

Data between the 2010 and the 2020 census shows the College's designated county service area population declined by an average of 9.32%. The largest decline was Lafayette County at 17.5%, followed by Hempstead at 11.3%, Pike at 9.9%, Nevada at 7.6%, Howard at 7.3%, and Miller at 2.3%.

As detailed below, when likened to the service area ethnic demographic breakdowns, UAHT attracts and services minority populations. Enrollment for African Americans was 26% of total enrollment (approximately 3% above the service area population). Enrollment for Hispanic students was 12% of total enrollment (approximately 4% above the service area population). Other ethnic demographic populations have remained primarily consistent over the past five years but are statistically less than 2% of total enrollment. The number of students reporting as two or more races has steadily increased over the last five years.

UAHT Headcount Enrollment by Race

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
American Indian/Alaskan Native	7 (0.47%)	3 (0.24%)	3 (0.30%)	7 (.59%)	5 (.39%)
Asian	6 (0.41%)	8 (0.63%)	3 (0.30%)	10 (.84%)	6 (.47%)
African American	479 (32.43%)	372 (29.50%)	340 (28.5%)	328 (27.61%)	334 (25.91%)
Hawaiian/Pacific Islander	2 (0.14%)	1 (0.080%)	0 (0.00%)	1 (.08%)	6 (.47%)
Hispanic	130 (8.80%)	101 (8.01%)	112 (9.4%)	114 (9.6%)	157 (12.18%)
White	825 (55.86%)	753 (59.71%)	693 (58.2%)	683 (57.49%)	727 (56.40%)
Two or more races	20 (1.35%)	12 (0.95%)	25 (2.1%)	42 (3.54%)	43 (3.34%)
Unknown	8 (0.54%)	11 (0.87%)	1 (1.3%)	3 (.25%)	5 (.39%)
U.S. Nonresident	0	0	0	0	6* (.47%)
TOTAL	1477	1261	1191	1188	1289

*IPEDS data – 6 students reported as “US Nonresident” defined as ‘a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely” IPEDS reporting data requires US Nonresidents to be reported separately rather than in any of the racial/ethnic categories.

Over the past academic year, the College continued to manage the lingering challenges that were brought on by the Covid-19 virus and pandemic. Over the past five years the fall campus enrollment averaged 1335 students. However, enrollment declined from 1477 in fall 2019 (before the campus shutdown in March 2020) to 1289 in fall 2023, an overall 13% decrease in enrollment. The campus increased enrollment between fall 2022 and fall 2023 by 8.5% (from 1188 to 1289). The fall 2023 enrollment of 334 African Americans is a 2% increase from fall 2022. The fall 2023 enrollment of 157 Hispanics is a 38% increase from fall 2022. The pandemic and related economic uncertainties posed serious challenges for lower-income and first-generation students who must manage work and home care responsibilities. These challenges were insurmountable for many, and when something had to give, often it was college.

Despite the significant effect the pandemic had on enrollment, UAHT’s graduation rates were less affected. For the 2023-2024 academic year, 433 students completed 635 certificates and degrees. The 433 students completing is a 6.4% increase over the previous year’s graduation numbers. During the past five years the graduation numbers averaged 440 students. The graduated students documented below include students who completed degrees or certificates by May 2024. Students completing a degree or certificate over the summer will be in the 2025 graduate numbers.

Graduated Student File by Ethnicity

	2018-2019	2019-2020	2021-2022	2022-2023	2023-2024
American Indian/Alaskan Native	4 (0.84%)	3 (0.68%)	1 (0.22%)	2 (.49%)	2 (.46%)
Asian	5 (1.05%)	4 (0.90%)	0 (0.00%)	2 (.49%)	2 (.46%)
African American	125 (26.32%)	124 (27.93%)	125 (28.09%)	112 (27.51)	118 (27.25%)
Hawaiian/Pacific Islander	0	2 (0.45%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
Hispanic	33 (6.95%)	47 (10.59%)	47 (10.56%)	38 (9/3%)	49 (11.32%)
White	306 (64.42%)	259 (58.33%)	265 (59.55%)	241 (59.2%)	243 (56.12%)
Two or more races	2 (0.42%)	3 (0.68%)	5 (1.12%)	10 (2.46)	15 (3.46%)
Unknown	0	2 (0.45%)	2 (0.45%)	2 (.49%)	0 (0.00%)
TOTAL	475	444	445	407	433

Graduation averages for African Americans were 27.25% of total graduates (approximately 1% above the service area population). Graduation averages for Hispanic students were 11.32% of total graduates (approximately 4% above the service area population). Other ethnic demographic populations have remained consistent during the past five years.

For the 2023-2024 graduate survey, graduates were asked to rate UAHT as a diverse campus on a scale of one to five. Sixty-six percent of respondents (90 students) rated the UAHT as ‘excellent,’ 23% (32 students) rated the College as ‘above average.’ When asked if students were exposed to diversity in course and classroom content, 64% responded ‘excellent,’ 25% said ‘above average,’ and less than one percent answered the campus ‘needs improvement.’ Regarding out of classroom diversity, 64% rated ‘excellent,’ 26% ‘above average,’ and less than one percent replied that the College ‘needs improvement.’ When asked if UAHT allows students to express personal political, religious, and social opinions, 60% responded ‘excellent,’ and 25% ‘above average.’

The UAHT 2023-2024 graduate survey had 137 respondents, of whom 51% (51 students) were white, 30% (41 students) were African American, 20% (27 students) were Hispanic, and 9% (14 students) identified as other races collectively. On average, 89% of the 2023-2024 graduates rated their exposure to and experience of diversity as above average or excellent.

Enrollment rates and graduation rates when viewed by ethnicity demonstrate that the College’s philosophy, responsibility, and underlying strategies reflect the diversity and inclusion of the communities it serves.

Progress Report

GOAL 1: *The University of Arkansas Hope-Texarkana will continue to work as a cohesive network to prepare students for the world at large by infusing principles that reflect the values of diversity, equality, and global awareness throughout the curriculum and co-curriculum.*

The College continuously processes and develops its assessment cycles of institutional outcomes. The first approach under Goal 1 of the 2021-2026 Five-Year Action Plan addresses curriculum as a component of students' overall educational experience. Course-level assessments are central toward measuring student learning, while institutional-level outcome measures focus on institutional knowledge of overall performance.

Enrollment and completion data helps keep focus on student support efforts, prioritizing the elimination of achievement gaps, and identifying underserved populations. UAHT continued evaluating methodologies of general education assessment as a constant process toward improvement. Assessment methodologies included institutional rubrics toward retention and completion strategies. Concerted efforts centered on increasing the rate of completion for all students to close any gaps in the completion rates of students from any group when compared with the average campus completion rates. [see Strategy 1.1.1; Activity 1.1.1.1; Activity 1.1.1.2]

UAHT continues its joint venture with the Hope Public Schools District (HPSD) and the Texarkana Arkansas School District (TASD) toward college success initiatives. The Hope and Texarkana Collegiate Academies (Collegiate Academies) enable students to complete a high school diploma and an associate degree simultaneously. The Collegiate Academies magnify college readiness from traditional concurrent credits into actual degree attainment. [see Activity 1.1.23; Activity 1.2.1.1]

	Hope 10 th Grade	Hope 11 th Grade	Hope 12 th Grade	Texarkana 10 th Grade	Texarkana 11 th Grade	Texarkana 12 th Grade
American Indian/Alaskan Native	0	0	0	0	0	0
Asian	0	0	0	3	0	0
African American	1	5	4	5	3	1
Hawaiian/Pacific Islander	0	0	0	0	0	0
Hispanic	7	3	12	1	3	3
White	12	7	6	16	14	11
Two or more races	1	2	1	1	0	1
Unknown	0	0	0	0	0	0
TOTAL	21	17	23	26	20	16

For the 2023-2024 academic year there were 123 students enrolled in the three grade levels of the two Collegiate Academies. Of the Collegiate Academies enrollments, 15.44% were African American, 23.57% were Hispanic, 2.4% were Asian, 53.65% were white, and 4.87% identified as two or more races. *[see Strategy 1.2.4]*

Faculty efforts to broaden course perspectives that address global awareness persist. Faculty members are encouraged to use texts, instructional materials, and learning activities that manifest the values of diversity. Evidence of program activities toward global awareness is UAHT's nursing students' presentations of Culture Day. On December 8, 2023, the Hope nursing students recognized cultural components and cultural competencies that are very important to the nursing profession. Student represented and presented different cultures by dressing in demonstrative clothes, providing tastes of indigenous foods, and displaying information about varying cultures. *[see Strategy 1.1.3]*

Goal 1 of the 2021-2026 Five-Year Action Plan utilizes a two-pronged approach toward principles of diversity, equality, and global awareness. Following addressing curriculum as a component of students' overall educational experience, is cultural, artistic, and educational programming through on-campus activities and performing arts. *[see Strategy 1.2.2; Activity 1.2.2.1]*

In February UAHT sponsored a Black History Month Convocation with the Corinth First Baptist Church Choir and keynote speaker Dr. Patsy Hughey, Assistant Professors Louisiana Tech University. *[see Strategy 1.2.4; Activity 1.2.4.1]*

The creation of a Hispanic-focused student organization is complete under the Five-Year Action plan and has been institutionalized. The student organization is the Hispanic Outreach and Leadership Association. *[see Activity 1.2.3.3]*

The Hispanic Outreach and Leadership Association (HOLA) presented "Come Learn About Hispanic Heritage Month" in September to encourage students, faculty, and staff to discover more about Hispanic cultures. Activity events included Mexican bracelet making, a hot sauce challenge, and pinata activities. The event was free to the public. *[see Strategy 1.2.4; Activity 1.2.4.1]*

The campus sponsored a Community Financial Aid Night to provide parents and students with a better understanding of the college financial aid process. Information was presented in English and Spanish. *[see Strategy 1.2.4]*

To celebrate Women's History Month the campus Student Services department sponsored a Question-and-Answer program with UAHT Chancellor Dr. Christine Holt on March 28, 2024. *[see Activity 1.2.4; Strategy 1.2.4.1]*

The campus Student Government Association sponsors a weekly "Stop and Talk with your SGA President" to answer questions or discuss benefits that are available to UAHT students. The stated purpose of the weekly talks is to ensure students know the importance of why they are on campus and what UAHT has to offer. *[see Strategy 1.2.3; Activity 1.2.3.1; Activity 1.2.3.2]*

Findings

The College evidences a culture of equality and inclusion that validates that principles of multiculturalism are incorporated throughout the curriculum and co-curriculum of students' overall educational experience. The objectives, strategies, activities, and assessments of Goal 1 of the Five-Year Action Plan demonstrate a cohesive network infusing principles that reflect the values of diversity, equality, and global awareness.

Coexistence throughout both campuses of individuals from distinct backgrounds and with divergent ideas requires hard work and commitment from all concerned. Capitalization of such distinctions and diversities augments the College's continuing conversations toward, and promises to, foster that diversified culture of learning. UAHT utilizes the talents, skills, and ideas from various members to create an environment for cultivating the personal growth, knowledge, and development of students. It is expected that higher educational institutions will enrich and enhance the academic and socialization experiences of students through a diversified culture of learning. The College strives to reflect the constituents we serve by providing access to cultural and learning opportunities for everyone. Acceptance and understanding are essential toward the success we want for our students, the environment we intend for our employees, and the experience we seek for our community.

The College has taken steps to advance students' academic and career advising needs through dedicated advising protocols. The holistic approach to assist students in making social and intellectual growth as well as address geographic transitions into, as well as out of, college continues. Increased coordination between college departments and data and tracking systems, likewise, improve students' chances for academic and career success. Decreasing attrition and closing gaps in the completion rates of students from any group when compared with the average campus completion rates persists as a campus focus.

Goal 2: The University of Arkansas Hope-Texarkana will address students' needs for academic and career success through comprehensive programs and retention strategies that address multicultural competencies and individual self-actualizations.

UAHT has demonstrated institutional strengths. Among those strengths is a committed and experienced faculty and staff, focused programming, strong community partnerships, clear business alliances, and continuing fiscal stability. Despite those strengths, UAHT struggles with a challenge common to most community colleges: low persistence, retention, and completion rates. UAHT's fall 2022 to fall 2023 retention rate was 39.81%. The campus' spring 2023 to fall 2023 persistence rate was 50.47%. The three-year graduation rate (using the first-time full-time cohorts of students entering in falls 2017, 2018, and 2019) was 51.9%.

Central to Goal 2 of the Five-Year Action Plan is building and enhancing support systems that allow for success of diverse groups within the institution. Over the past five years the College developed and implemented a focused advising center for placement testing, advising, and supplemental instruction as a strategy to address enhanced support systems. The concept and approach were to create an intrusive/appreciative advising model for one-stop holistic advising through professionally trained advisors and coaches. Included in the construct are data-driven analytics and dashboards for advisors. Dashboard analytics incorporate diversity definitions and

how campus populations are represented. The Five-Year Activity Plan activity of professional development for all campus personnel advising students is complete and institutionalized. *[see Strategy 2.1.1; Activity 2.1.1.2; Activity 2.1.1.4]*

The advising model realization affected other student services areas impacted by advising, including the Enrollment Management office, the Registrar's office, and the Financial Aid office. A specific area of progress and accomplishment included the development of a Required Admission Items List (RAIL). RAIL is an interactive, streamlined student admissions progression that allows for the coordination and instant access to essential student documents between departments. The RAIL system tracks students from the moment they apply so an advisor can understand their background, financial situation, or other pertinent specifics that advances the advising process beyond schedule building to career planning with additional directional support as needed. *[see Strategy 2.1.1; Activity 2.1.1.4]*

Another important aspect of the advising model implemented is the ability to track data as a measure toward growth and success. The Advising Center maintains intake information and customer service surveys on all students utilizing advising services. Data collection relates to tasks, participants, methods, results, and timelines. The institutional advising model is nearing completion but still under development and it is too early to measure analytics on enrollment, persistence, retention and completion, but such measurement mechanisms are adopted and underway. *[see Strategy 2.1.1; Activity 2.1.1.4]*

The UAHT Office of Student Services and the Advising Center likewise initiated a tier-based program toward identifying barriers obstructing students' success both academically and socially. The Academic Recovery Program (RERAIL) serves students on academic probation and suspension. Students are assigned a UAHT employee as a coach who tracks them throughout their tenure in the program. Students and coaches meet, engage with faculty, employ strategies for success, and if necessary, utilize campus resources such as the Iron Horse pantry, the Iron Horse Care Counseling service, and tutoring. For the 2023-2024 academic year 30 students (duplicated) participated in RERAIL. For the fall 2023 participants, 62% of students returned to good academic standing and for spring 2024 47% of participants returned to good academic standing. *[see Activity 2.1.1.1]*

The campus embarked upon an evidence-based intervention designed to assist students in making decisions regarding their academic progress. Based on the analysis and success of the RERAIL project, the intervention addressed students who were not yet on probation or suspension, but where progress data indicated they were struggling. The intervention team identified three 'check-in' points throughout the semester in 15 classes that historically had student success rates of less than 75%. Student progress was tracked, academic advisors reached out to course instructors, and followed up with students to identify avenues toward progress. Key information for the intervention was input from instructors as the third 'check-in' stage as to whether the student could complete the course successfully and what tasks they would need to complete. Nineteen students were tracked through stage three of the project: 32% passed the course with a "C" or higher, 21% withdrew from the course, 10% completed the course with a "D," and 37% received an "F." The evidenced-based intervention was implemented through evaluation of specific questions and documentation of evidence outcomes. The program used a

multi-tiered format based on student baseline levels determined through collected data. Data collection and analysis included faculty input, student input, and intervention services either offered or utilized. *[see Activity 2.1.1.1]*

Advising and Student Services personnel created a ‘Cross Walk’ for all courses, which includes prerequisites, placement scores, modality, and offering status. The Cross Walk is used by faculty, staff, and students as an added layer of student support. *[see Strategy 2.1.3]*

An integral part of addressing students’ need for academic success is the campus’ support through technology. An undeniable post-pandemic effort is to assess and improve campus-wide technology capabilities. During the 2021 and 2022 academic years the campus thoroughly assessed classroom technology needs. The Five-Year Action Plan activity of addressing classroom technology is completed and institutionalized. In the 2022-2023 academic year the College initiated the transformation of user interface and workflows in Blackboard Learn to Blackboard Ultra. During the 2023-2024 academic year, UAHT faculty continued training in the course and content design, course upgrades, data analytics, and communication and social engagement. Implementation began in the fall of 2023 and will continue through the fall of 2024. *[see Strategy 2.2.1; Activity 2.2.1.1; Activity 2.2.1.2]*

In addition to transitioning to Blackboard Ultra, UAHT is centralizing a template-drive platform to enable instructors to quickly personalize and publish interactive class syllabi. Simple Syllabus is a technology designed to welcome all students regardless of their abilities. The format leverages technology to improve communication with students and deliver curriculum through a more sustainable model. Simple Syllabus was implemented in fall 2023. *[see Strategy 2.2.1]*

A campus-wide “Lunch and Learn,” focused on meeting where they are and ensuring all learners have equitable access to learning opportunities that foster agency and prepare them for life in the world. Training also included utilizing Artificial Intelligence (AI) in the college class to ensure the technology’s benefits align with course, program, and department pedagogical goals and maintains the privacy and security of student data. *[see Objective 2.1; Strategy 2.1.1]*

Faculty professional development includes access to Monday Morning Mentor presentations that are approximately twenty minutes long presented by respected academic peers to cover timely and relevant topics that include actionable insights. One of the topics covered was ‘How Can I Pace DEI work to See Subtle Gains Now and Significant Gains in the Future?’ Another presentation was ‘How Can You Become More Intentional About Culturally Responsive Teaching?’ *[see Objective 1.1; Strategy 1.1.1; Activity 1.1.1.1]*

The Five-Year Action Plan activity to implement a virtual mental health counseling service for students is completed and institutionalized. *[see Activity 2.1.1.5]*

For the 2023-2024 academic year UAHT awarded \$88,800 in institutional scholarships to 42 student recipients. Approximately 29% of all institutional scholarships were awarded to minority populations. UAHT institutional scholarships include the Bridge Scholarship (3 out of 9 (33%) minority recipients), the Chancellor’s Scholarship (4 out of 18 (22%) minority recipients), and the Honors Scholarships (5 out of 15 (33%) minority recipients). The College awarded

\$10,127 “U Can Scholarships” to 12 students, of which six (50%) were awarded to minority populations. [see Activity 2.3.1.2]

Findings

Both Goal 1 and Goal 2 of the Five-Year Action Plan address completion rates for all students to close any gaps between student groups. Campus initiatives to identify barriers obstructing students’ success (RERAIL), transformation to Blackboard Ultra, and implementation of Simple Syllabus technology are evidence of institutional efforts to address students’ needs for academic and career success.

Efforts to supplement learning through technology are ongoing. UAHT students live and work in a globally integrated world. Their intellectual growth must be nourished by exposure to contrary points of view and the pursuit of open inquiry. The axes of their success in their future are the ability to translate ideas through appropriate critical analysis and technological proficiencies undermining the capability of living a life of learning.

Goal 3: *The University of Arkansas Hope-Texarkana will systematically attract, recruit, enroll, retain, and graduate students in appropriate proportions to that of the College’s service area.*

Any action plans related to minority recruitment and retention require the College to review and update recruiting and enrollment management plans and materials to attract and serve a diverse student body. Providing scholarships and other financial aid opportunities, sponsoring diverse activities that highlight ethnicities, utilizing press releases and social media to promote multiculturalism, and disseminating recruitment, retention, and graduation are responsibilities across all levels of the institution. [see Objective 3.1]

The Enrollment Management division of Student Services continues to review recruitment materials including evaluation of whether they attract and serve under-served populations. [see Activity 3.1.1.1; Activity 3.1.1.2]

As reported above, approximately 25% of all institutional scholarships are awarded to minority populations. Those percentages are consistent with service area demographics. Enrollment management personnel along with personnel in financial aid services continue to seek to provide scholarships and other financial aid opportunities for students. [see Activity 3.1.1.3]

Findings

The College strives for innovative ways to connect and build trust with minority communities to ensure UAHT is a welcoming and sound institution for higher learning. Recruitment efforts are assessed annually. As specifically detailed in the data report above, when likened to the service area ethnic demographic breakdowns, UAHT consistently attracts and services minority populations. With enrollment averages for African Americans approximately 4.5% above the service area population, and with enrollment averages for Hispanic students approximately 1.8% above the service area population, and completion rates for those populations at 36% of graduating students, UAHT demonstrates that it is committed to recruiting, retaining, and graduating students from our service areas and beyond.

Goal 4: *The University of Arkansas Hope-Texarkana will systematically attract, recruit, and retain a diverse faculty and staff as well as educate and celebrate the diversity of its faculty and staff.*

The UAHT service area is approximately 65% white, 23% African American, 7.5% Hispanic, and a combined 3.5% as Asian, American Indian/Alaskan Native, and Hawaiian/Pacific Islander. Of the service area respondents on the 2020 census, approximately 4.5% identified their race as “Other,” and 5.4% identified as more than one race.

During the 2023-2024 academic year, the College employed 122 full-time faculty and staff. Of the 122 full-time personnel, 39 were full-time faculty and 83 were full-time staff. Among the full-time employees, 91 (75%) are white, 27 (14%) are African American, and 4 (3%) are Hispanic.

During the 2023-2024 academic year, the College employed 85 part-time faculty and staff. Of the 85 part-time personnel, 43 were adjunct faculty and 42 were part-time staff. Among the part-time employees, 67 (79%) are white, 17 (20%) are African American and 1 (1%) is Hispanic.

	Faculty Full-time	Faculty Adjunct	Staff Full-time	Staff Part-time
American Indian/Alaskan Native	0	0	0	0
Asian	0	0	0	0
African American	4	1	23	16
Hawaiian/Pacific Islander	0	0	0	0
Hispanic	0	0	4	1
White	25	42	56	25
	39	43	83	42

The total number of UAHT employees for 2023-2024 (full-time and part-time) was 208. Of the 208 total employees, 148 (71%) were white, and 49 (24%) identified as either African American (44), or Hispanic (5).

The personnel position, hire date, and ethnicity are detailed below*:

Position/Title	Hire Date	Ethnicity
Faculty	9/14/1980	African American
Financial Aid Officer	3/22/1993	African American
Career Pathways Director	5/28/2007	African American
Instructor	8/26/2013	African American
GED Director	7/1/2015	African American
GED Project Coordinator	9/1/2015	African American

Telecommunications Specialist	6/25/2018	Hispanic
Administrative Specialist	6/25/2018	African American
Faculty	8/13/2018	African American
Director of Business and Industry Relations	3/4/2019	African American
Faculty	8/12/2019	African American
Administration Specialist I	10/16/2020	African American
Advising Counselor	7/12/2021	African American
Chancellor	8/19/2021	African American
HEI Program Coordinator	9/16/2021	Hispanic
Counselor	1/3/2022	Hispanic
Student Services Specialist	2/16/2022	African American
Skilled Tradesman	4/18/2022	African American
Upward Bound Project Coordinator	10/17/2022	African American
Advising Center Administrative Specialist	3/1/2023	African American
Administrative Specialist	5/1/2023	African American
Administration Specialist	7/5/2023	Hispanic
Faculty	1/3/2024	African American
Trio Upward Bound Director	3/18/2024	African American
Upward Bound Project Coordinator	4/1/2024	African American
Upward Bound	4/1/2024	African American

*Position, hire date, ethnicity documented through 1 May 2024.

UAHT is resolute in its efforts to recruit minority faculty and staff. The College publicizes vacancies through professional publication and state and local media. College hiring committees include personnel from various departments. The search-committee style of hiring practices includes members of diverse ethnicities, age, and gender representations. All search-committee participants are trained on unconscious bias, and it can affect one's decisions in the hiring process. The search committee style hiring practices and mandatory unconscious bias training of all committee members are complete under the Five-Year Action Plan and have been institutionalized. *[see Activity 4.1.1.1; Activity 4.1.1.2]*

Academic divisions use an annual reporting process to assess positions available and future needs, including best practices at peer institutions on recruitment. To increase minority faculty

representation UAHT will develop relationships with Arkansas and bordering-state historical black colleges and universities, minority serving institutions, and graduate programs with a minority population. *[see Strategy 4.1.1]*

The College has a Chancellor's Taskforce on Diversity, Equity, and Inclusion. The taskforce works with the chancellor and respective institutional areas to develop effective strategies to promote and increase diversity and minority representation at UAHT. Among the other strategies employed, all campus personnel are required to complete a Diversity and Inclusion Campus Assessment, complete Mandatory Bias Training, and familiarize themselves with the Intentional Student and Community Engagement for Minority Populations through onboard training. The creation of the Taskforce and the mandatory training are complete under the Five-Year Action plan and have been institutionalized. *[see Strategy 4.2.1, Activity 4.2.1.2; Activity 4.2.1.3]*

UAHT's shares its commitment to cultivating and preserving a campus culture of connectedness and bridge diversity, equity, and inclusion throughout the campus on the campus webpage. Entitled "UAHT Together," the aim is to utilize the talents, skills, and ideas and enrich the community through the personal growth, knowledge, and development of faculty, staff, and students through a diverse culture of learning. UAHT Together strategically develops cultural understanding of those throughout the community and implements innovative resources to create a more intention understand of cultures. Efforts are made to create a more welcoming institution. In support of UAHT Together the campus created a 'UAHT Together YouTube' channel for lecture series. *[see Activity 4.2.1.6]*

Findings

The College is committed to hiring the very best candidates for faculty and staff positions from a broad and varied pool of candidates. Our search-committee style hiring process allows personnel from different areas and divergent backgrounds to have a say in potential employees. We will continue to use this method of employee hiring. Each campus division does assess its employment needs annually. We will continue to recruit minority faculty and staff and widely publicize anticipated vacancies through professional publications and local and state news media. The College also seeks applicants from predominantly African American institutions within the state. The hiring search committees, diversity task force, and mandatory training are completed under the Five-Year Action Plan and have been fully institutionalized into college operations.

Conclusion

The College acknowledges that its efforts in minority recruitment, retention, and graduation are important components of its overall mission. We provide energy, leadership, vision, and direction to other community stakeholders. Much of UAHT's success with recruitment, retention, and graduation comes from its focus on learning environments. Our campus environments provide various learning opportunities and students contribute to and learn about diversity in college settings inside and outside of the classroom. We respect the dignity, value, and worth of all students and personnel. Policies and procedures treat everyone fairly and recognize individual acts of sensitivity and respect.

The UAHT Five-Year Action Plan goals, at their broadest, seek to establish a cohesive network of diverse faculty and staff to address students' needs for academic and career success through principles that reflect the values of diversity and prepare students for the world at large. Comprehensive programs and retention strategies are employed for students to know how to learn, relate, and communicate in multicultural settings. There is little doubt that individuals who intrinsically understand the value of diversity and who appreciate effective communication throughout diverging environments have a distinct advantage over those who do not. We seek to decrease attrition and implement comprehensive initiatives that address students' needs for academic and career counseling and assist them in making the social, intellectual, and global transitions required from college to career.

An organizational philosophy that includes diversity and inclusion seeks, appreciates, and respects individual differences, where individuals of varying backgrounds and interests grow alongside one another in a nurturing, secure, and professional atmosphere. Nurturing educational environments are ideal for learners at all levels, for the faculty who teach them, and the staff who support them.

Evaluation and assessment of previous Five-Year Action Plans grounds the 2021-2026 Five-Year Action Plan. Indicators recognize that any successful retention policy must reflect an institutional commitment and must be comprehensive in nature. Regular data collection and analysis is an essential element of assessment. Each of the Five-Year Action Plan's progress indicators provided the College with feedback. The aim is to have a multicultural educational system that is responsive to the needs of students and the demands of educational reform. Much of the College's success with recruitment, retention, and graduation comes from its focus on learning environments. We respect the dignity and value the worth of all students and personnel, treat them fairly, and recognize individual acts of sensitivity and respect.

UAHT students are diverse in age, gender, race, ethnic origins, and nationalities. The 2021-2026 Five-Year Action Plan builds upon such diversities through goals, objectives, strategies, activities, resources, accountability, indicators, and timelines as required under Legislative Act 1091 (1999). Everything contained within the Action Plan addresses the College's institutional diversity goals and is consistent with the College's documented progress in reaching minority populations.

The College has documented progress in reaching minority populations. However, simply recruiting a more diverse student body does not address the deepest issues of diversity. Structural diversity does not speak to student learning goals or the issues of intellectual diversity. An institutional climate that promotes positive educational outcomes for all students is the core of all institutional strategic planning, and thereby the momentum that drives our diversity plan.

Appendix

UAHT Minority Recruitment and Retention Five-Year Action Plan (2021 - 2026)

GOAL 1:

The University of Arkansas Hope-Texarkana will continue to work as a cohesive network to prepare students for the world at large by infusing principles that reflect the values of diversity, equality, and global awareness throughout the curriculum and co-curriculum.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
1.1 Verify that principles of multiculturalism are incorporated throughout the curriculum as a component of students' overall educational experience	1.1.1 Encourage faculty to broaden course perspectives to address global awareness	1.1.1.1 Encourage the use of texts, instructional materials, and learning activities that reflect the values of diversity	General meeting materials	Curriculum Committee; Academic Deans, Vice Chancellor for Academics	2021-2026 Ongoing
		1.1.1.2 Research educational programs that are responsive to local employment markets	Research materials	Chancellor's Cabinet; Vice Chancellor for Academics	2021-2026 Ongoing
		1.1.1.3 Research and develop active learning and learner-centered strategies for more personalized learning	Research materials, operational budgets, scholarship funds	Faculty	2021-2023 Ongoing
1.2 Incorporate principles of multiculturalism throughout co-curricular activities	1.2.1 Develop methods to encourage broader perspectives of global awareness as a part of the campus culture	1.2.1.1 Research a service learning component linked to general education courses	General meeting materials	Deans of Arts, Humanities & Social Sciences and Math and Science; Vice Chancellor for Academics	2021-2026 Ongoing

		1.2.1.2 Utilize graduation survey data to quantify students' diversity experiences	General survey materials	Vice Chancellor for Academics	2021-2026 Ongoing
	1.2.2 Utilize Hempstead Hall as a forum to feature components of different cultures	1.2.2.1 Involve members of diverse communities in planning programs and activities featured	General budgetary considerations	Hempstead Hall Personnel; Community partners; Campus Co-curricular groups	2021-2026 Ongoing
		1.2.2.2 Encourage the use of the facility for students as a method of making more active campus connections	General budgetary considerations	Hempstead Hall Personnel	2021-2026 Ongoing
	1.2.3 Develop and implement programs that recognize the complexity of campus diversity from the students' perspective	1.2.3.1 Utilize the UAHT Student Associations to acknowledge equality and social justice issues and the institutional effort to demonstrate ways open discussions benefit all students	Budget components of club activities	Dean of Student Services	2021-2026 Ongoing
		1.2.3.2 Utilize registered student organizations as a method of recognizing the components of diversity that enrich the campus	Student club budgets	Dean of Student Services	2021-2026 Ongoing
		1.2.3.3 Create a Latinx-focused registered student organization	Student organization budgets	Dean of Student Services	2021- 2022 Completed (Institutionalized)

	1.2.4 Build Community Partnerships	1.2.4.1 Engage community leaders in advancing multicultural strategies	General budgetary considerations	Chancellor's Cabinet	2021-2026 <i>Not yet underway</i>
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GOAL 2:

The University of Arkansas Hope-Texarkana will address students' needs for academic and career success through comprehensive programs and retention strategies that address multicultural competencies and individual self-actualizations.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
2.1 Build and enhance support systems that allow for success of diverse groups within the institution	2.1.1 Research support systems for students	2.1.1.1 Develop an academic recovery program		Vice Chancellor of Student Services; Advising Center	2021-2023 Completed (Institutionalized)
		2.1.1.2 Professional Development training for advisors trained in non-cognitive factors	General budgetary considerations	Vice Chancellor for Student Services; Advising Center	2021-2023 Hope Completed 2023-2026 Texarkana Completed
		2.1.1.3 Develop data driven analytics and dashboards for advisors mindful of diversity definitions and how populations are represented	General budgetary considerations	Vice Chancellor for Student Services; Office of Institutional Effectiveness; Institutional Research Officer	2021-2020 Hope Ongoing 2021-2026 Texarkana Ongoing
		2.1.1.4 Utilize a food pantry to address food insecurity amongst the student population	General budgetary considerations	Dean of Student Services; Chancellor's Cabinet	2021-2026 Institutionalized Ongoing
		2.1.1.5 Implement a virtual mental health counseling	General budgetary considerations	Dean of Student Services; Vice Chancellor for	2021-2023 Institutionalized Ongoing

		service for students		Student Services	
2.2 Supplement classroom technology to support Blackboard as a teaching, learning, and assessment tool	2.2.1 Investigate current classroom technology capabilities in Hope and Texarkana	2.2.1.1 Identify classrooms where current technology allows class participation through Blackboard	General budgetary considerations	Faculty; Vice Chancellor for Academics; Institutional Technology Personnel	2021-2024 Completed
		2.2.1.2 Identify classrooms requiring enhanced technologies to advance participation through Blackboard	General budgetary considerations	Faculty, Vice Chancellor for Academics, Institutional Technology Personnel	2021-2024 Completed
	2.2.2 Identify courses where Blackboard Ultra technologies and access supplements instruction	2.2.2.1 Survey current classroom deliveries to identify courses using Blackboard technologies in the classroom	General budgetary considerations	Faculty	2021-2023 Completed
		2.2.2.2 Identify classes where using Blackboard Ultra technologies can be added to classroom instruction	General budgetary considerations	Faculty	2021-2025 Ongoing
		2.2.2.3 Increase the use of Blackboard Ultra for classroom instruction as an assessment tool	General budgetary considerations	Faculty, Vice Chancellor for Academics; Institutional Technology Personnel	2021-2024 Ongoing
		2.2.2.4 Research and develop active learning and learner-centered strategies for more	Research materials, operational budgets, scholarship funds	Faculty	2021-2026 Ongoing

		personalized learning			
2.3 Explore methods of gaining external support for campus diversity.	2.3.1 Develop methods and approaches to create allies in fostering support of campus diversity initiatives	2.3.1.1 Include diversity initiatives in capital campaigns and fundraising efforts.	General fundraising materials	Office of Institutional Advancement; Chancellor's Cabinet	2021-2026 Not yet underway
		2.3.1.2 Establish additional needs-based scholarships	General fundraising materials	Office of Institutional Advancement	2021-2026 Ongoing

GOAL 3

The University of Arkansas Hope-Texarkana will systematically attract, recruit, enroll, retain, and graduate students in appropriate proportions to that of the College's service area.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
3.1 Disseminate recruitment, retention, and graduation responsibilities across all levels of the institution	3.1.1 Ensure that there are student services in place that attract and serve targeted populations	3.1.1.1 Review and update the College's recruiting plan and materials to determine that they attract and serve under-served populations	General meeting materials; printing costs	Student Recruiter, Director of Student Relations, Vice Chancellor for Student Services	2021-2026 Ongoing
		3.1.1.2 Review and update the College's enrollment management plan to determine that it properly meets the College's service area needs	General meeting materials	Dean of Enrollment Management, Vice Chancellor for Student Services	2021-2026 Ongoing
		3.1.1.3 Seek to provide scholarships and other financial aid opportunities that meets the College's service area needs	General scholarship materials	Director of Financial Aid, Dean of Enrollment Management	2021-2026 Ongoing

		3.1.1.4 Utilize press releases, College website, social network sites, and radio and television broadcasts to promote UAHT as a leader in diversity culture	General marketing budget	Coordinator of Communications and External Affairs; Assistant Director of College Relations	2021-2026 Ongoing
		3.1.1.5 Increase communication about services available to students, i.e. disability services, tutoring, student organizations	Communication tools	Vice Chancellors; Academic Deans and Divisions; College Personnel	2021-2026 Ongoing
		3.1.1.6 Include meaningful recruitment and retention data in the campus “Data Day” discussions	General meeting materials	Vice Chancellors for Academics and Student Services	2017-2022 Ongoing

GOAL 4

The University of Arkansas Hope-Texarkana will systematically attract, recruit, and retain a diverse faculty and staff as well as educate and celebrate the diversity of its faculty and staff.

Objective	Strategy	Activity	Resources Needed	Undertaken by	Evaluation date
4.1 Strengthen efforts to attract a diverse pool for all new positions	4.1.1 Evaluate search-committee style hiring process	4.1.1.1 Include personnel from various departments to include members of diverse ethnic, gender, and age groups	General meeting materials	Human Resources Officer; Chancellor’s Cabinet	2021-2023 Completed (Institutionalized)
		4.1.1.2 Ensure search committees are trained on unconscious bias and inclusive hiring	General meeting materials	Human Resources Officer; Chancellor’s Cabinet	2021-2023 Completed (Institutionalized)
	4.1.2 Develop methods for attracting, recruiting, and retaining	4.1.2.1 Academic divisions report annually on faculty positions available and	General reporting materials	Academic Deans; Vice Chancellor for Academics	2021-2026 Ongoing

	minority faculty	assess faculty needs for the future			
		4.1.2.2 Develop relationships with historical black colleges and universities (HBCU), minority serving institutions (MSI), and graduate programs within Arkansas and the border states	General research materials	Human Resources Officer; Academic Deans; Vice Chancellor for Academics	2021-2026 Ongoing
4.2 Enhance campus-wide diversity, equity, and inclusion accountability, effectiveness, and collaboration	4.2.1 Enhance institutional, unit, and individual accountability for achieving diversity, equity, and inclusion-related outcomes	4.2.1.1 Internally publish action plan, campus climate employee and student assessment, statement on current racial climate and the College's commitment to diversity, equity, and inclusion	General materials	Chancellor's Cabinet	2021-2026 Ongoing
		4.2.1.2 Create taskforce on diversity, equity, and inclusion	General materials	Campus personnel	2021-2023 Completed (Institutionalized)
		4.2.1.3 Incorporate mandatory bias training for all employees	General materials	Human resources	2021-2023 Completed (Institutionalized)
		4.2.1.4 Conduct an organizational assessment of among campus leaders of the College's ability to commit human and financial resources to diversity goals	General survey materials	Chancellor's Cabinet	2021-2026 Ongoing
		4.2.1.5 Include diversity, equity, and inclusion in the agendas, orientations, and reports of all operational areas	General meeting materials	Campus personnel	2021-2026 Not yet underway
		4.2.1.6 Create a webpage dedicated	General materials	Office of Communication	2021-2026

		to diversity, equity, and inclusion on the College's website			Ongoing
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ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2024

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor

Progress toward Meeting the Goals of the Five-Year Plan

1. UACCM continues to be more successful in the recruitment and retention of minority students and staff than in the recruitment of minority faculty. The College sends faculty position announcements to historically black colleges and universities and to the Conway County Branch NAACP members and predominately black churches in the Middle Western District within the region to advertise the availability of faculty positions. The College's inability to attract qualified minority faculty may be attributed in part to neighboring institution's ability to offer more attractive financial rewards.
2. According to the 2023 U. S. Census estimates, the minority population of the College's service area was 20.5%. African Americans comprise 8.4% of the population and Hispanic 7.3%; other minority groups comprise 4.8%. The minority population of the student enrollment of UACCM for the fall 2023 semester was 26% African Americans comprised 7.5% of the enrollment; Hispanics 10.7% of the enrollment; other minority groups comprised 7.4% of the student enrollment. The enrollment for white students was 74.4% of the enrollment. The total percentage of minority students for fall 2022 was 29% and represents an increase of 3% above the fall 2021 percentage of 26%. The ethnic student population during fall 2022 was 29%, which is above the average rate of the ethnic population of the College's service area of 19.4%.
3. Minorities comprise 3% (3 of 97) of UACCM's full-time staff. Minorities comprise 2% (1 of 63) of UACCM's full-time faculty members. Minorities comprise 7% (3 of 45) of UACCM's part-time staff members for the 2023-2024 academic year. Minorities comprise 11% (2 of 19) of UACCM's adjunct faculty members (for Credit and Not for Credit). There are only 2 true adjuncts on June 30, 2024. The 2 minority teach Not for Credit Adult Education courses. Employees in multiple positions not counted twice. Part-time hourly workforce/nursing/adult education instructors are counted into adjunct faculty. Total minorities employed as of June 30, 2024: 9 of 224 (4%).
4. UACCM continues its procedures for recruitment of minority faculty, which includes posting announcements of positions available with the Human Resources and Career Services offices at several historically Black universities in the region such as Gramling State University, including the University of Arkansas at Pine Bluff, Arkansas Baptist College, Shorter College, and Philander Smith College in Arkansas. UACCM also provides position announcements to Pulaski Technical College, Arkansas Tech University, University of Central Arkansas, and the Arkansas Workforce Center.
5. The College provides a variety of academic and student support services to assist students in being successful, including counseling services that include personal,

educational, career, and disability counseling, and the successful integration of three services into one department: the Academic Commons. The Academic Commons is made up of three high usage services that are located out of the classroom but support student success inside the classroom: Tutoring Services, the E. Allen Gordon Library, and the Science Study Lab.

Revisions to the Five-Year Plan

The fifth report of the current five-year plan was submitted to the Arkansas Department of Higher Education in June 2013. The goals and strategies will be reviewed regularly and the plan will be revised, when necessary.

1. Eleventh day student enrollment data (Fall-to-Fall comparison)

Table 1: Number of Minority Students Enrolled at UACCM

April 2024 Minority Report					
Total Enrollment Fall 2022 & Fall 2023					
Ethnicity	Fall 2022**	Percent of Enrollment	Fall 2023**	Percent of Enrollment	Percent of College Service Area*
Black, Non-Hispanic	158	8.4%	166	7.5%	8.4%
Hispanic	238	12.6%	239	10.7%	7.3%
Am. Indian/ Alaska Native	6	0.3%	4	0.2%	Other groups comprise less than a combined 4.75% of population of the UACCM's service area.
Asian	14	0.7%	22	1.0%	
Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	
Two or More Races	98	5.2%	101	4.5%	
Non-Resident Alien	30	1.6%	26	1.2%	
Race Unknown (or refused to answer)	4	0.2%	11	0.5%	
White, Non-Hispanic	1,340	71.0%	1,656	74.4%	80.6%
Total Enrollment	1,888	100.0%	2,225	100.0%	100.8%

*Source: U.S. Census Data--2023 State and County Quick-Fact Data **Note:** "Hispanics may be of any race, so also are included in applicable race categories"; therefore, total may be more than 100%.

**Source: ADHE Enrollment Submission Data for Fall 2022 & Fall 2023

2. Retention rate of minority students

Table 2: Retention Rate of Minority Students Compared to Student Population*

April 2024 Minority Report								
Fall to Fall Retention for Fall 2021 Cohort & Fall 2022 Cohort								
Ethnicity	Fall 2021 Cohort*	Percent of Cohort	# Fall 2021 Cohort Enrolled Fall 2022 or graduated by Fall 2022	Fall 2021 Cohort Retention Rate (Fall to Fall)	Fall 2022 Cohort*	Percent of Cohort	# Fall 2022 Cohort Enrolled Fall 2023 or graduated by Fall 2023	Fall 2022 Cohort Retention Rate (Fall to Fall)
Black, Non-Hispanic	23	5.9%	10	43.5%	26	6.3%	15	57.7%
Hispanic	49	12.6%	29	59.2%	57	13.9%	36	63.2%
Am. Indian/ Alaska Native	1	0.3%	0	0.0%	2	0.5%	0	0.0%
Asian	1	0.3%	0	0.0%	1	0.2%	0	0.0%
Hawaiian/ Pacific Islander	0	0.0%	-	-	0	0.0%	0	-
Two or More Races	14	3.6%	9	64.3%	24	5.9%	12	50.0%
Non-Resident Alien	8	2.1%	4	50.0%	4	1.0%	2	50.0%
Race Unknown (or refused to answer)	1	0.3%	0	0.0%	2	0.5%	2	100.0%
White, Non-Hispanic	293	75.1%	161	54.9%	294	71.7%	195	66.3%
Total Enrollment	390	100.0%	213	54.6%	410	100.0%	262	63.9%

*The "cohort" is defined as first-time, full-time, degree-seeking students.

Source: UACCM Department of Institutional Research and ADHE Enrollment Submission Data for Fall 2020, 2021, & 2022.

Table 3: Fall 2020 Cohort One-Year Vs Two-Year Retention

April 2024 Minority Report						
Fall 2021 Cohort One Year vs Two Year Retention						
Ethnicity	Fall 2021 Cohort*	Percent of Cohort	# Fall 2021 Cohort Enrolled Fall 2022 or graduated by Fall 2022	Fall 2021 Cohort Retention Rate (Fall to Fall)	# Fall 2021 Cohort Enrolled Fall 2023 or graduated by Fall 2023	Fall 2021 Cohort Retention Rate (two year)
Black, Non-Hispanic	23	5.9%	10	43.5%	5	21.7%
Hispanic	49	12.6%	29	59.2%	22	44.9%
Am. Indian/ Alaska Native	1	0.3%	0	0.0%	0	0.0%
Asian	1	0.3%	0	0.0%	0	0.0%
Hawaiian/ Pacific Islander	0	0.0%	-	-	-	-
Two or More Races	14	3.6%	9	64.3%	8	57.1%
Non-Resident Alien	8	2.1%	4	50.0%	3	37.5%
Race Unknown (or refused to answer)	1	0.3%	0	0.0%	0	0.0%
White, Non-Hispanic	293	75.1%	161	54.9%	153	52.2%
Total Enrollment	390	100.0%	213	54.6%	191	49.0%

*The “cohort” is defined as first-time, degree-seeking students.

Source: UACCM Department of Institutional Research and ADHE Submission Data for Fall 2021, 2022, & 2023

3. Analysis of student surveys regarding advertising in targeted media

UACCM conducted a media survey during the 2013-2014 school year to determine the reasons for attending UACCM, what factors influenced the students’ decision to attend UACCM, where they recalled hearing or reading about UACCM, and what media sources they use (newspapers read, radio stations listened to, television stations watched, and social media usage, etc.) We received 299 responses from students, with 15% of respondents classifying themselves as minority students. Results were used to help determine what media we can best use to reach prospective minority students and parents. In

In the Spring of 2021, we utilized the results of a Media Preferences Survey in collaboration with Interact Communications, a national marketing firm that focuses on two-year colleges. We have received the national results (324 completed surveys), which are stratified by

demographics, and we conducted our local college survey fall 2020/spring 2021. These results help us refine our advertising decisions and get the maximum reach, opportunity, and value out of our advertising purchases.

The survey asked students about their media preferences and what they like to do with their free time. It provided critical information for marketing our college and programs in a more cost-effective manner and also helped target recruitment efforts for our programs.

4. Review of marketing and recruitment activities targeted toward members of the minority community

As the five-year plan is implemented, additional marketing activities will be targeted toward members of the minority community. In spring 2010, the Admissions Office and Financial Aid produced a Spanish translation of important UACCM information to better help students, and their families, understand what the College has to offer. Annually, the College offers the Perry and Addie Brown Scholarship to a minority high school graduate of Conway County.

2023-2024 Minority Recruitment Activities

1. Use a diverse student population in marketing materials and advertisements.
2. Website includes specific instructions for undocumented students, which is a high Hispanic population.
http://www.uaccm.edu/enroll/admission/undocumented_admission.html
3. Application Booklet includes scholarship links for Non-U.S. Citizens (Page 19)
www.10000degrees.org/scholarships/outside-scholarships
https://www.mamasunidaslr.org/_files/ugd/e90242_370368be5d9a4c099b220354568772af.pdf
4. Spanish speaking admissions counselor.
 - a. Campus Tours offered in Spanish upon request.
 - b. Admissions Counseling offered in Spanish.
 - c. Recruitment materials developed in Spanish.

Chat with Violeta, Admissions Counselor

15 minutes

BOOK

Admission counselors are available to answer questions related to admissions, applying for financial aid, academic programs offered, and more. You can chat via video (Zoom), phone, or in-person. You can also reach Violeta at VDeLeon@uaccm.edu or 501-977-2048.

Hola! Hablo Español! Aquí pueden hacer su cita para conectarse conmigo. Puedo responder preguntas por medio de correo electrónico, llamada, e incluso por video-conferencia. VDeLeon@uaccm.edu o 501-977-2048.
Estoy a sus órdenes!

SHOW LESS



5. Partner with local high schools to offer concurrent credit at a discounted rate (six county area). In Conway County, the local schools, UACCM, and School Counts split the cost of the tuition and fees for concurrent students. In many cases, high school students can enroll in either general education or technical and professional courses at little to no cost to the student. Concurrent courses are offered on Morrilton High School's campus at no cost to the student. This has given students access to obtain concurrent credit who otherwise might not have been able to afford the opportunity. Multiple other school districts also offer concurrent courses at the high school.
6. The UACCM Secondary Career Center allows students in grades 10 through 12 to enrolled in approved technical and professional programs at no cost to the student. Tuition, Fees, and Supplies are paid by the Office of Skills Development. Beginning Fall 2021, Clarksville High School Satellite UACCM Career Center. Students have the opportunity to earn Nursing Assisting and Industrial Mechanics certifications through UACCM Career Center at Clarksville High School.
7. Use a diverse group of students for student panels at events such as large campus tours and the Information Session in the Spring.
8. Provide annual diversity training to the UACCM Student Ambassadors responsible for campus tours.
9. Obtain yearly Encoura's (formerly ACT|NRCCUA) contact list for underserved seniors in Arkansas.
10. Purchase Encoura (formerly ACT|NRCCUA) contact list for all juniors and seniors in our six-county area.
11. Recruitment at high school with high minority population:
 - a. Danville High School – approximately 52% minority students. Make several visits annually. Beginning Fall 2018, Danville High School pays \$50 per credit hour towards a student's tuition for those students who would like to enroll in concurrent courses at UACCM. They are also bussing the students to the UACCM campus.
 - b. Clarksville High School – approximately 51.8% minority students. Make several visits annually. Satellite UACCM Career Center.
 - c. Conway High School – approximately 49.7% minority students. Make several visits annually.
 - d. Dardanelle High School – approximately 41.5% minority students. Make a high school visit to annually.
 - e. Russellville High School – approximately 39.3% minority students. Make several visits annually.
 - f. South Conway County School District (Morrilton High School) – approximately 34.6 % minority students. Make several visits annually. Beginning Fall 2016, South Conway County School District pays \$56 per credit hour towards a student's tuition for those students who would like to enroll in concurrent courses at UACCM.
 - g. Jacksonville High School – approximately 70.5% minority students. Attend various college fairs/recruitment events.
 - h. Maumelle High School (Pulaski County Special School District) – approximately 66.0% minority students. Attend various college fairs/recruitment events.
 - i. Little Rock School District – approximately 80.6% minority students. Attend various college fairs/recruitment events at these schools.

Source: <https://adedata.arkansas.gov/statewide/ReportList/Districts/EnrollmentByRaceGradeLevel.aspx>

12. Offer the ACCUPLACER test for free two times per year at local high schools. During 2023-2024, the ACCUPLACER exam was administered at the following so that students

who have difficulty coming to UACCM to test are provided that opportunity at their high schools.

- Atkins High School
 - Bigelow High School
 - Clarksville High School (has a UACCM Accuplacer proctor on their campus)
 - Clinton High School
 - Conway High School
 - Danville High School
 - Dover High School
 - Greenbrier High School (has a UACCM Accuplacer proctor on their campus)
 - Guy Perkins High School
 - Hector High School
 - Mayflower High School
 - Morrilton High School (has a UACCM Accuplacer proctor on their campus)
 - Nemo Vista High School
 - Perryville High School (has a UACCM Accuplacer proctor on their campus)
 - Pottsville High School
 - Russellville Adult Education
 - Shirley High School
 - South Side Bee Branch High School
 - Valley Christian School (Russellville)
 - Wonderview High School
13. Schedule regular visits at adult education centers within the six-county area.
 14. Continue to award GED scholarships to students who score of 640 or above.
 15. Continue to waive 3 credit hours to students who receive their GED and enroll at UACCM within one year of receiving their GED.
 16. In 2016 UACCM began offering a Non-Traditional Student Scholarship. Criteria for scholarship includes: First-time, returning, or transfer student; Separated from all regionally accredited institutions for at least the last three years; Cannot have attempted more than 30 credit hours at a regionally accredited institution; Independent student based upon the FAFSA; Admitted to UACCM seeking a degree or certificate. Award amounts are \$500 for students enrolled in 12 or more hours or \$250 for students enrolled in 6-11 credit hours.
 17. UACCM continues to offer Career Pathways to students enrolled in approved programs. This program assists students who qualify by being an Arkansas resident and below 250 percent of the federal poverty level. Other requirements include: one or more children under the age of 21, employment is an immediate goal upon graduation and must maintain a GPA of 2.0 or above.
 18. UACCM offers non-credit training such as Commercial Driver Training, Heavy Equipment Operator, and Underground Directional Drilling.
 19. Attended the following College Fairs that had a high minority student population in attendance:
 - a. River Valley Skilled Trade Expo which included 8th-12th grades from Russellville High School as well as students from surrounding schools. Approximately 3,000 in attendance.
 - b. FBLA-State Conference
 - c. FFA State Convention
 - d. SkillsUSA State Competition
 - e. Welding Expo (Little Rock – State Wide)

- f. Annual EAST Conference
- g. El Grito (Conway) - Laurel Park, Conway, AR - outdoor event. High Hispanic population in attendance with approximately 3,000 total in attendance.
- h. Hispanic Heritage Month in the Valley (Dardanelle) – community event with high Hispanic population in attendance.
- i. Conway High School Hispanic Heritage Kermes – School/community event with high Hispanic population in attendance.
- j. Worker Assistance Workshops.

Indicators Used to Determine Success in Meeting Minority Recruitment and Retention Goals/ Objectives for Increasing Minority Faculty and Staff

1. Job fairs attended at predominantly minority institutions of higher education

In 2016, Admissions representatives attended the JAG (Jobs for America's Graduates) Career and Education Fair at Conway Junior High. JAG is focused on helping at-risk students to graduate high school and transition into a career or further their education. Even though we have not spoken directly to a JAG class recently, we still see them in other classes when we make high school visits.

An admissions representative worked closely with an instructor from Russellville Adult Education Center who coordinates their GED program. However, due to COVID, she did not bring a group of ESL students to our campus this year.

Admissions representatives usually attend annually the Job Fairs; however, none of them attended job fairs in 2020 and 2021 because of the pandemic.

The UACCM Human Resources Department representative attended the Morrilton Job Fair held at the UACCM Workforce Training Center on July 22, 2021 and she also attended the Conway Business Expo held at the Expo Center on October 14, 2021 and May 11, 2022. The HR Analyst attended the Job Fair at the Russellville High School Gymnasium on April 10, 2023.

2. Review of job postings of faculty and staff position announcements to minority affairs offices at colleges and universities, including predominantly minority institutions

The Human Resource Department posts position announcements with the following historically African American institutions: Arkansas Baptist University, Philander Smith College and the University of Arkansas at Pine Bluff. Most position announcements are posted in the following newspapers: Log Cabin Democrat, Russellville Courier, Arkansas Democrat-Gazette, Petit Jean Country Headlight. Employment opportunities are also posted to the University of Arkansas System-wide employment page as well as the UACCM Facebook page.

Letters and emails have been written and sent to predominantly minority institutions and churches soliciting the recruitment of minority applicants. Emails are sent to minority organizations such as the state and local NAACP offices and Central Baptist College HR Department. The College will continue to search for new initiatives which will enhance the recruitment and retention of minority faculty and staff.

3. Mentor activities to insure adequate development of new employees.

The College provides orientation to all new employees. The Division Coordinators act as mentors for faculty and will assist with the development of minority faculty upon their employment. There is not a formal mentoring program for staff positions; however, individual supervisors and the Director of Human Resources assist with orientation to the College.

4. Number of diversity activities scheduled and attended each semester.

The Minority Recruitment and Retention Plan includes the formal scheduling of diversity activities. In the past, Black History month was observed by a display of artwork in the College's Library.

Due to recent changes in staff development, we now have an African American who is responsible for multicultural programs and assisting in the recruitment of minority faculty, staff, and students on campus. In the past few years during the month of February, we observed Black History by inviting three outstanding guest speakers to our campus: Senator Joyce Elliott; Dr. Walter Kimbrough, president of Philander Smith College; and Rev. Charles White, National Field Director and Director of Field Operations of the NAACP.

During the month of February 2012, Black History month was observed by inviting an outstanding English Professor Daniel Omotosho Black from Clark Atlanta University as our guest speaker. Omotosho is the founder of the Nzinga-Ndugu rites of passage (or initiation) society—a group whose focus is instilling principle and character in the lives of African-American youth. We also celebrate Black History by decorating bulletin boards and display windows.

On February 28, 2013, we celebrated Black History Month and invited Ms. Elizabeth Eckford of the Little Rock Nine and Dr. Sybil Jordan Hampton, president emeritus of the Winthrop Rockefeller Foundation. On February 6, 2014, we were fortunate to have Former Arkansas Razorback Head Coach Nolan Richardson. On February 5, 2015, the Philander Smith College Collegiate Choir and Chamber singers graced our campus under the direction of Dr. Jeff Parker. On February 1 through February 12, the Mosaic Templars Cultural Center Dunbar Exhibit was on display in the UACCM Student Union. Also, in celebration of Black History, the Foreign Tongues Poetry Troupe, by way of the Arkansas Arts Council, shared their love for poetry by making an appearance on February 18, 2016. On February 18, 2017, former Miss Arkansas Lencola Sullivan graced the stage on the UACCM campus in celebration of Black History Month. We were also fortunate to have Mrs. Raye Montague here for a free lecture on April 13, 2017. She is credited with creating the rough draft of the first U.S. Naval ship design using a computer. For Black History Month, Sydney Moncrief made a presentation on February 6, 2018 about “Achieving Greatness.” Following that event, Fox 16 News Anchor Donna Terrell of Q-Impact, LLC graced the podium on March 27, 2018 as the speaker for Women's History Month.

In honor of Black History Month, the Committee hosted an inspiring event called “Talks, Thoughts, and Treats” speaker series. On February 13, 2020 our speaker for this event was Dr. Michael Bauer, Assistant Professor of Biomedical Informatics at the UAMS Myeloma Institute. He explained how he uses bioinformatics to research the genetics of myeloma, a cancer in the bone marrow. His presentation was amazing! The series continued with Women's History Month in March 2020 featuring our very own Vice Chancellor for

Academic Services Mrs. Diana Arn. Her presentation was captivating and the participation was great. We discontinued the speaker series due to COVID-19, but plans are to resume in the very near future.

On March 30, 2021, we resumed the “Talks, Thoughts, and Treats” speaker series. UACCM hosted prominent podcaster Adena J. White, a host and co-founder of the Blackbelt Voices podcast, who discussed her work sharing stories from the Southern Black Belt. This free event was held in the UACCM Fine Arts Auditorium and was open to the public. Following the event, guests were offered a “grab and go” lunch which was packaged in accordance with Ark. Dept. of Health regulations. Seating in the Fine Arts Auditorium was socially distanced, and facial coverings were required for attendees. A livestream was also available at the college’s Facebook page at the scheduled time.

In February 2022, we celebrated Black History Month featuring Dr. Carlene Canady who serves on many boards throughout Conway County. She is also the 2021 Morrilton Area Chamber of Commerce Outstanding Citizen of the Year. In February 2023, we celebrated Black History Month by having a “Sight and Sounds” Challenge which consisted of finding/discovering works of art and songs of Black artists. In February 2024, we celebrated Black History Month featuring Ms. Elizabeth Eckford of Little Rock 9 and Dr. Sybil Jordan-Hampton, a higher education administrator, leader in philanthropy, and political advisor. On March 10, 2022, we again celebrated Women’s History Month through our speaker series and Board of Visitors member Ms. Jasmine Wilson spoke to us about “Developing Resilience in a World of Change: Strategies for Shattering Glass Ceilings.” Boxed lunches were provided to all who attended. In March 2023, the Women's History Month Guest Speaker was Rhea Lana owner of Rhea Lana’s Children Consignments. In March 2024, we celebrated Women’s History Month by featuring the women of UACCM.

We also hosted a Cinco De Mayo event on May 5, 2021 with traditional Mexican folk and ballet movement by the Russellville Dance Group, a photo booth, arts and crafts, and a Puebla information station. Once again, we celebrated Cinco De Mayo on May 5, 2022 by decorating food carts and distributing breakfast items and healthy snacks throughout the day during finals. Cinco De Mayo was celebrated on May 5, 2023 with the Alejandra Reyes Dance Team and delicious Mexican snacks were served. Since Cinco De Mayo is on a Sunday this year, we celebrated it on May 3, 2024 by serving tacos and ice cream from Las Delicious.

During the months of September and October, we celebrate National Hispanic Heritage by distributing trivia information. The Coordinator of Information and Public Relations and the Coordinator of Multicultural Affairs hosted an event for Native Americans on November 7, 2013 featuring John Two-Hawks, a Grammy and Emmy-nominated recording artist. In November 2014, Will Lang shared stories of his Cherokee and Osage heritage and he also played the flute. On November 17, 2015, the Diversity and Inclusion Committee hosted the Toltec Mounds Archeological State Park held in observance of Native American Heritage Month. Posters of different cultures were ordered and displayed around campus. On November 9, 2022, Lake Dardanelle State Park Interpreter Sasha Bowles was our guest speaker for Talks, Thoughts, and Treats speaker series celebrating Native American Heritage Month.

The Assistant to the Chancellor/Coordinator of Multicultural Affairs attended workshops on Diversity and Inclusion held at UCA on November 22, 2013, and ASU Jonesboro on April 7, 2014. She also attended the African Methodist Episcopal Leadership Convention/College

Fair in Fort Smith in July 2014 where approximately 300 juniors and seniors from Arkansas and Oklahoma participated.

In August 2014, August 2015, January 2017, January 2018, January 2019, and January 2020 as a part of Welcome Week activities, the Multicultural Committee partnered with the Student Union and sponsored a Multicultural Meet-N-Greet event involving students and employees. This is our way of welcoming our students to campus for a great start to a great spring semester. Due to Covid-19 pandemic, we did not host a Multicultural Meet-N-Greet in January 2021 nor in January 2022. Plans are being made to host this event in September 2023.

The Conway County Branch NAACP sponsors an annual Dr. Martin Luther King Parade in downtown Morrilton, Arkansas followed by a Commemorative program held at the Morrilton Multipurpose Building. After nine years, these events are still ongoing and are supported by the community as well as several area schools making this very successful.

UACCM partnered with the Families First of Conway County which is a program designed especially for minorities with hopes of helping them by providing an environment, information, and resources to help them meet their education needs.

Minority Recruitment and Retention Annual Reports

Number of minority students who currently attend the institution.

- Spring 2017 semester, 442 (24.5%) of the College's total enrollment of 1,797 students were minority.
- Fall 2017 semester, 471 (24.5%) of the College's total enrollment of 1,921 students were minority.
- Spring 2018 semester, 422 (25.2%) of the College's total enrollment of 1,675 students were minority.
- Fall 2018 semester, 481 (25.3%) of the College's total enrollment of 1,902 students were minority.
- Spring 2019 semester, 424 (25.5%) of the College's total enrollment of 1,663 students were minority.
- Fall 2019 semester, 484 (26.3%) of the College's total enrollment of 1,838 students were minority.
- Spring 2020 semester, 441 (27.3%) of the College's total enrollment of 1,612 students were minority.
- Fall 2020 semester, 511 (27.8%) of the College's total enrollment of 1,836 students were minority.
- Spring 2021 semester, 440 (27.3%) of the College's total enrollment of 1,613 students were minority.

- Fall 2021 semester, 508 (26.0%) of the College's total enrollment of 1,953 students were minority.
- Spring 2022 semester, 408 (25.4%) of the College's total enrollment of 1,607 students were minority.
- Fall 2022 semester, 548 (29.0%) of the College's total enrollment of 1,888 students were minority.
- Spring 2023 semester, 466 (27.9%) of the College's total enrollment of 1,665 students were minority.
- Fall 2023 semester, 569 (25.6%) of the College's total enrollment of 2,225 students were minority.
- Spring 2024 semester, 545 (27.8%) of the College's total enrollment of 1,963 students were minority.

FY24—UACCM Minority Report

Number and position title of minority faculty and staff who currently work for the institution.

- One—FT Admissions Counselor
- One—FT Maintenance Assistant
- One—FT Career Pathways Facilitator
- One—FT Faculty
- Two—Part-Time Faculty
- One—Part-Time Adult Education Administrative Assistant
- One—Part-Time Financial Aid Administrative Assistant
- One—Part-Time Career Pathways Administrative Assistant
- Three—Work Study Program

Number and position title of minority faculty and staff who worked in FY24 but left before June.

- One—FT Assistant to the Chancellor
- One—FT Custodian
- One—FT Custodian

During FY 2020-2021: Eight minority faculty/staff members were employed (five FT/ one PT/ two adjunct)

During FY 2021-2022: Thirteen minority faculty/staff members were employed (five FT/ six PT/ two adjunct)

During FY 2022-2023: Eighteen minority faculty/staff members were employed (eight FT/ eight PT/ two adjunct)

During FY 2023-2024: Fifteen minority faculty/staff members were employed (seven FT/ six PT/ two adjunct)

Number and position title of minority faculty and staff who were hired at the institution in the past year.

New Minority Staff

- One Admissions Counselor
- One Part-Time Faculty
- One Part-Time Career Pathways Administrative Assistant
- Three Work Study Program

Number of minority staff members who currently work for the institution = 9

***New Minority Faculty**

- N/A

Number of minority faculty members who currently work for the institution = 3

As of June 30, 2024, these are our statistics:

- Full-Time Staff: 3 of 97 are minorities (3%)

- Part-Time Staff: 3 of 45 are minorities (7%)
- Full-Time Faculty (For Credit and Not for Credit): 1 of 63 are minorities (2%)
- *Adjunct Faculty (For Credit and Not for Credit): 2 of 19 are minorities (11%)

Total Minorities Employed as of June 30, 2024: 9 of 224 (4%)

*Part-time hourly workforce/nursing/adult ed instructors are counted into adjunct faculty. Only 2 true “adjunct” instructors on June 30, 2024 is a minority. The two minority teach adjunct general education and science courses. Employees in multiple positions not counted twice.

Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.

- After many recruiting efforts, particularly faculty and staff, minimal progress has been made. After the committee reviewed the applications, it appeared that some of the applicants did not meet the necessary qualifications for the position in which they were applying.
- As for recruitment and retention of minority students, all minority student populations are stable or have a slight increase. To address this issue, a new Diversity and Inclusion Committee (formerly called the Multicultural Affairs Committee) has been created to develop possible ways, methods, and locations to attract and retain minority students. The committee’s focus is to increase diversity awareness to the campus through programs and events. This committee is made up of a very diverse group of staff and faculty members committed to this endeavor. The Diversity and Inclusion Committee is now called the Campus Events Committee. Our purpose is to focus on increasing cultural awareness to the campus through programs and events.

Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

- Activities, coordinated by an African-American female, will be added to the plan for the coming year include multicultural programs and recruitment of minority faculty, staff, and students on campus.
- Beginning July 1, 2015, UACCM had a minority vendor for janitorial services; these services ended on June 30, 2017.
- Beginning Fall 2021 term, UACCM has a minority vendor for food services but has since then terminated the contract in July 2022.

Include your timeline, budget, and methods used to assess and monitor progress.

- See pages 14 and 15

Timeline for Implementing Minority Students, Faculty, and Staff Recruitment and Retention Strategies

June 2020

Submit Annual Minority Recruitment and Retention Report to ADHE.

Fall 2020	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2021	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2021	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2022	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2022	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2023	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2023	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.
June 2024	Submit Annual Minority Recruitment and Retention Report to ADHE.
Fall 2024	Review the results of the activities implemented as part of the Minority Recruitment and Retention Plan to monitor the effectiveness and the institution's efforts in achieving the identified goals.

Budget for Minority Recruitment and Retention Activities

The College will continue to utilize the annual budget, including the recruitment and advertising line items, to implement the Minority Recruitment and Retention Plan. As the College attempts to target minority audiences, advertising and promoting the educational and employment opportunities available at UACCM are now posted on our website at www.uaccm.edu, as well as our UACCM Facebook page.

Methods Used for Assessing and Monitoring the Effectiveness of Strategies and for Modifying the Plan

The College administration will review the annual progress report in meeting the goals and objectives of the Minority Recruitment and Retention Plan, the strategies used in implementing the Plan, and the results of the activities conducted as part of the Plan to determine

the effectiveness of the strategies. Modifications will be made in the activities to enhance the College's ability to achieve the identified goals and objectives and increase the recruitment and retention numbers of minority students, faculty, and staff.

(ACA 6-61-122)

ANNUAL REPORT ON FIVE-YEAR MINORITY RETENTION PLAN

JUNE 2024

Name of Institution: University of Arkansas Community College at Morrilton

Name of Contact Person: Mary Newsome, Assistant to the Chancellor
newsome@uaccm.edu
501-977-2044

Please attach this form to the institution's annual report. General guidelines for the report can be found below:

1. Report the progress that has been made in achieving the goals included in your five-year plan. Address each goal relative to students, faculty and staff.
2. If there are any revisions or updates to the current five-year plan, please include them in this report. Be sure to clearly indicate any sections of the plan that have been revised.
3. Act 1091 of 1999 (ACA 6-61-122) requires this annual update to be filed with the institution's Board of Trustees and Board of Visitors, if applicable.
4. Submit two copies of the report. ADHE will forward one copy to the Interim House and Senate Education Committees.

University of Arkansas Rich Mountain
Minority Recruitment and Retention Annual Report

June 30, 2024

In accordance with [\(Act 1091\)](#), all state-supported colleges and universities are required to establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans are required to be prepared on a continuing basis for five-year periods.

The following is the Minority Recruitment and Retention annual report for UA Rich Mountain:

- Number of minority students, by minority group, who currently attend the institution.

Headcount by Race/Ethnicity		
Fall Semester 2023		
	Count	Percentage
Hispanic or Latino Ethnicity	89	12%
Non-Hispanic Ethnicity		
American Indian or Alaska Native	20	2.7
Asian	8	1.1
Black or African American	7	.9
Native Hawaiian or Other Pacific Islander	2	.2
White	562	78
Two or More Races	10	1.3
Unknown	1	0
Non-Resident Alien	20	2.7
Total	719	100%

Spring Semester 2024		
	Count	Percentage
Hispanic or Latino Ethnicity	77	12%
Non-Hispanic Ethnicity		
American Indian or Alaska Native	17	2.6
Asian	6	.9
Black or African American	8	1.2
Native Hawaiian or Other Pacific Islander	3	.4
White	493	77
Two or More Races	8	1.2
Unknown	4	.6
Non-Resident Alien	23	3.6
Total	639	100%

- Number and position title of minority faculty and staff who currently work for the institution
3 Full-time Faculty positions: Physical Science/Chemistry Instructor
Biological Science Instructor
Mathematics
Adjunct coaching positions: Soccer coach (1)
Softball (1)
- Number of minority full-time faculty, by minority group, who currently work for the institution.
3 Full-time Faculty positions:
Physical Science/Chemistry Instructor, Asian
Biological Science Instructor, Asian
Mathematics, Black
- Number of minority adjunct faculty, by minority group, who currently work for the institution.
American Indian 1
Black 1
Hispanic 1

Number and position title of minority faculty and staff who began working at the institution in the past year:

There were no new minority faculty hires this year.

Staff Hires:

Financial Aid Office - (1) Hispanic
Custodial - (1) Hispanic

- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff:
UA Rich Mountain advertises for and recruits faculty and staff to represent the expanding internationally diverse student body. Athletic programs have made it possible for the College to broaden its appeal to students and recruit students from various ethnic, religious, and cultural backgrounds. Our goal is to make the College appealing to all students by offering competitive academic, co-curricular, and extra-curricular programming.
- Include any new strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

UARM hopes to increase overall student enrollment by five percent over the next Fall to Fall enrollment period. As we are in an isolated rural community, this enrollment is likely to come from outside of Arkansas.

UARM will increase the number of students from culturally ethnically diverse backgrounds by three percent in the next Fall to Fall enrollment period.

- Include your timeline, budget, and methods used to assess and monitor progress. We offer employment through the University of Arkansas system, regional advertisement and the Chronicle of Higher Education. Monitoring and assessing our faculty recruitment is an anecdotal process as we have so few openings on our campus. There is no separate budget or timeline for recruiting minority faculty and staff as we are consistently concerned with hiring quality employees. UA Rich Mountain is an equal opportunity employer and has made a sincere effort to recruit and employ minority faculty and staff to reflect our changing student demographic.

Submit your annual report electronically to academic.affairs@adhe.edu by June 30.

University of Arkansas at Monticello
Annual Report
Fiscal Year Ended June 30, 2024

The University of Arkansas at Monticello's Minority Recruitment and Retention Annual Report is presented herein. The updated Affirmative Action Plan reaffirms the University's commitment to providing educational and employment opportunities to all individuals.

I. STUDENTS

The University continued to offer campus programs and activities that enhanced the educational environment for minority students and supported retention efforts. The University maintained and, in some cases, expanded its tutoring, academic advising, and counseling initiatives. Workshops regarding financial aid, job skills, time management, and other areas of student interest were also held throughout the year.

The total minority population over the past five years has been approximately 42.8% percent: 2019 (38.2%), 2020 (43.6%), 2021 (45.1%), 2022 (42.8%), and 2023 (44.2%). The African American population increased from Fall 2019 (26.4%) to Fall 2020 (27.9%), slightly decreased in Fall 2021 (27.7%), slightly increased in Fall 2022 (27.9%) and reached its highest point during the five-year period in Fall 2023 (29.5%). The Hispanic population slightly decreased from Fall 2019 (3.5%) to Fall 2020 (3.3%), remained constant in Fall 2021 (3.3%), decreased in Fall 2022 (2.8%) and rose in Fall 2023 (3.1%). Other ethnic minorities have stayed relatively constant from 2019-2023. The number of students who identified themselves as having two or more ethnicities was highest in Fall 2021 (12.8%).

Using Fall 2022 and Fall 2023 data provided by the Office of Institutional Research, the following table indicates changes in ethnic minority enrollment for the last two years.

<u>Fall 2022 Headcount</u>		<u>Fall 2023 Headcount</u>	
African American	750	African American	799
Hispanic	76	Hispanic	83
American Indian	5	American Indian	0
Asian	15	Asian	20
Non-resident Alien	20	Non-resident Alien	22
Unknown	24	Unknown	1
Two or more	275	Two or more	294
Hawaiian	6	Hawaiian	1

A review of university baccalaureate major fields of study by ethnicity indicated that African American enrollment was highest in the following areas: Applied Science, Business Administration, Exercise Science, and Nursing (BSN). Hispanic enrollment was highest in Accounting, Business Administration, Natural Resources Management, and

Nursing. For non-minority populations, Agriculture, Business Administration, Education Studies, and Nursing were the more popular major fields of study.

In the technical programs, minority enrollment was highest for African Americans in Business Technology, Early Childhood Education, and Practical Nursing. The majority of Hispanic students enrolled in technical programs chose Practical Nursing.

II. STUDENT ENGAGEMENT

1. Minority-Serving Social and Cultural Events

- a) National Pan-Hellenic Council (NPHC) Interest Meetings
 - Hosted individually by each group.
- b) International Student Recognition
 - Hosted November 6-10.
 - Meet and greet to recognize our International Students- fall and spring.
- c) Celebrate Black History Month
 - Hosted Various Events During the Month of February
 - Behind the Big House – Event hosted by the UAM Archeology Department as a part of the Preserve Arkansas initiative. The event explored Arkansas's extant slave dwellings through site interpretation, foodways, and archeological research at the Hollywood/ Valley Plantation in Drew County, AR. Hosted Feb 9-10.
 - Black History Mocha Madness – Event hosted by our Student Engagement office through our Dean of Students that focused on creating a fun and relaxing environment for our students. Hosted on Feb 20.
 - Black History Trivia Night – Collaborative event hosted between Alpha Phi Alpha and Student Programs and Activities. Hosted on Feb 21. A friendly competitive trivia night hosted for students that also contained an educational component centered around Black History.
- d) RSO/ Student Led Events
 - Mr. Crimson and Cream Scholarship Pageant hosted by Delta Sigma Theta
 - Miss Black and Gold Pageant hosted by Alpha Phi Alpha

2. Minority-Serving Career/ Education Development Events

- a) Women and Minorities in Forestry STEM Mentorship Program
 - i. 5 Day Mentorship Program in the first week of June 2024
 - ii. Scholarship Opportunity
 - iii. Workforce and/ or graduate school preparation
 - iv. Mentorship and leadership training

Hosted Digitally w/ a March 22, 2024 Deadline

3. Minority Based Recognized Student Organization

- a) National Pan-Hellenic Council (NPHC)
 - The NPHC of the University of Arkansas at Monticello is comprised of five African American fraternities and two African American sororities; each organization takes a week out of the year to celebrate their heritage, culture, and special traditions.
- b) International Student Association
 - The Division of Student Engagement in conjunction with the Office of Admissions sponsored an International Culture Bazaar adhering to any health and safety guidelines. This event exposes the UAM student body to the cultural traditions of our international students. Students from the following nations participated in the event:
 - 1. Canada
 - 2. Nepal
 - 3. Argentina
 - 4. Libya
 - 5. Thailand
 - 6. Spain
 - 7. Mexico
 - 8. India
 - 9. Brazil
 - 10. Botswana
 - 11. Italy
 - 12. Columbia
 - 13. Dominica
 - 14. Bosnia
 - 15. Suriname
 - 16. Croatia
 - 17. Nigeria
 - 18. South Africa

Office of Admissions Report

The UAM Office of Admissions' involvement in minority recruitment and retention for the 2023-2024 year follows:

- All new freshmen and transfer students were offered orientation sessions in fall/spring.
- UAM serves as a host college for F-1 and M-1 VISA international students through U. S. Immigration and Customs Enforcement on all three campuses.

- The International Club membership remained stable in FY 2023, meeting monthly to discuss changes in international policies and to address issues and opportunities. Attendance was 85-95 percent at each meeting. National international week was held in honor of the students. Faculty, staff, community members, and current students participated in exercises with cultural activities, food, and displays. Students received international lanyards, gift bags and t-shirts. Community assistance was sought to provide international students with opportunities. Three events resulted from this, at Pauline Baptist (Thanksgiving), frequent fellowship events through the Monticello Baptist Church, and one recognition event at St. Mark's Catholic Church (International Dinner and Graduation Reception). International students had the opportunity to visit area homes as guests for dinner on a regular basis. International students were provided with transportation for personal needs, airport departures/arrivals, as well as area social events. Medical, tax and telephone service information for international was provided to all students. Ride share was formed and used by many. Individual international orientation sessions were held each term and student meetings were held individually prior to the end of the fall and spring terms. Students also visited the International Office with needs or concerns on a regular basis. There was an increase in the number of undocumented students who participated in the International Club this year.
- International brochures were updated to provide changes in Homeland Security requirements, area resources, travel information, and information on living needs in this area.
- International brochures for prospective students were developed in multiple languages and used for recruitment purposes.
- Student Special Services reference material was provided to all academic units.
- Student Special Services brochures were updated to better educate the campus and provide information regarding services and resources.
- Attended five transition fairs.
- Attended eight high school transition meetings for incoming SSS students.
- Ten minority recruitment events were attended across the state.
- Recruitment/campus representation was available during area/regional programs and fairs.

- Recruitment presentations were offered to high school juniors and seniors across the state, and in Louisiana, Mississippi, Missouri, Oklahoma, Tennessee and Texas.
- Scholarship opportunities were made available to all students. These included opportunities both on and off campus.
- The Office of Admissions attended all Articulation Workshops in Arkansas. 435 counselors were given information regarding UAM.
- The Office of Admissions attended Statewide College Planning Programs. This allowed high school students and parents the opportunity to visit with an admissions officer. Likewise, these were attended in identified regions of Louisiana, Mississippi, Missouri, Oklahoma, Tennessee and Texas.
- A visitation day was held in the fall of 2023 and the spring of 2024.
- Website information regarding admission, scholarships, student special services, visitation days, international services, programs, activities, and general university information was updated regularly.
- The Ambassadors provided postcards, emails and social media contacts to prospective students on a regular basis.
- The Office of Admissions accepted invitations to high school awards programs to present students with scholarship awards. This also allowed those interested in the campuses to visit with an admissions officer or the scholarship coordinator.
- Prospective student contact information was provided to areas on campus, when students requested information.
- Arkansas two-year school transfer fairs were attended.
 - Follow-up visits were also made to the two-year institutions.
 - Scholarship opportunities for transfer students were discussed and provided.
- Attended transfer fairs in Mississippi, Louisiana, Tennessee and Texas, Oklahoma and Missouri.
- Transfer events were offered to all TRIO programs, at area schools and on-site at UAM.
- EAST scholarship opportunities were made available to all participating schools and students.
- Representation at area and neighboring county events was provided, when staff were available.
- Admission and concurrent credit opportunities were offered at participating high schools.

- Packets of information regarding student services were made available to all who attended visitation days and/or attended pre-registration and orientation events.
- Virtual events, such as zoom sessions, were made available.
- Bilingual (Spanish) recruitment was increased for a growing population in this immediate area.

III. FINANCIAL ASSISTANCE

The University provides strong financial assistance to minority students. The following schedule shows the number of students awarded aid for the Fall 2022 through Summer 2023.

2022-2023 Aid by Ethnicity				
	Unduplicated Students	White	Minority	Unreported
Loans	1,488	730	757	1
Scholarships	1,347	817	530	0
Federal WS	93	41	52	0
Institutional WS	119	88	31	0
All Grants	2,229	1,043	1,185	1
Pell Grants	1,884	881	1,002	1
SEOG	345	162	183	0
Career Pathways	263	97	166	0

The unduplicated students shown above represent the number of students that received some type of award within the category. A list of all available scholarships is provided in the University's online catalog.

FACULTY AND STAFF

Recruitment and retention of a diverse faculty and professional staff were basic expectations in all searches to fill job openings. The University advertised, as needed, in

newspapers and periodicals that target minority groups. In addition, internet advertisements were used to target a wide ethnically diverse population.

During the 2023-24 fiscal year, the University hired minorities in both staff and faculty positions.

On June 30, 2024, the percentage of minorities employed on a full-time basis was as follows:

Non-Classified	70%
Faculty	30%

As of June 30, 2024, the University hired the following percentage of minorities in full-time positions during the 2023-24 fiscal year:

Non-Classified	81%
Faculty	19%

UAM COLLEGE OF TECHNOLOGY-CROSSETT

The staff and faculty of the UAM College of Technology-Crossett (UAM-CTC) are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities reported in the University of Arkansas at Monticello's Affirmative Action Plan Report include data and common activities for all three campuses of the University which includes UAM-CTC. The following report includes data and activities that extend beyond the University's report and is specific to UAM-CTC.

UAM-CTC Students Ethnicity	2021-2022		2022-2023		2023-2024	
Asian	2	.5%	2	0%	2	.4%
Black/African America	116	26.8%	161	32%	203	38%
Hispanic	35	8.0%	47	9%	46	8.6%
White/Caucasian	242	56.6%	266	52%	258	48.3%
American Indian	0	0.0%	1	0%	1	.2%
Two or more races	34	7.9%	29	6%	24	4.5%
Non-Resident Alien	0	0%	1	0%	0	0%
Other/Unknown	1	.2%	0	0%	0	0%
Hawaiian or Other Pacific Islander	0	0.0%	3	1%	0	0%
Total Students	433	100%	510	100%	534	100%

The ethnicity of the non-credit Adult Education students served at the UAM-CTC's Crossett and Hamburg facilities during the period of July 1, 2023, through June 30, 2024, is provided below in comparison with two previous years' statistics:

Adult Education Ashley County (Enrolled Participants)		
Ethnicity	Number of Students	Percentage
Black	41	25%
Hispanic	24	15%
Two or more races	2	2%
White	94	58%
TOTAL	161	100%

Recruitment and Retention of Students

The UAM-CTC campus exercises a policy of equal educational opportunity in keeping with the University. All applicants for admission are considered solely on the basis of individual qualifications. Initiatives beyond the University's role that are specific to maintaining diversity of student enrollment and increasing retention on the Crossett campus include:

- Giving emphasis to recruiting students into nontraditional roles as indicated by female students in Welding Technology, male students in Practical Nursing, male students in Nursing Assistant, female students in Electromechanical Technology-Instrumentation, and a male student in Early Childhood Education,
- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations,
- Utilizing the campus' electronic sign to promote the diversity of the student body and training specific to non-traditional gender occupations,
- Recognizing Black and Hispanic holidays through bulletin board presentations and displays,
- Monitoring the attendance and academic performance of all students and providing students with guidance and access to available resources that will assist them with accomplishing their educational goals,
- Developing campus advertisements, promotions, and flyers that have multi-racial and gender representation,
- Providing tutoring services to assist students and increasing academic retention (targeting first-generation college students who are low-income and/or who are disabled),
- Recruiting Hispanic students for ESL (English as a Second Language) classes,
- Arranging interpreters for Hispanic students taking non-credit courses such as electrical apprenticeship and industrial safety classes, and

- Administering a Career Pathways Initiative (CPI) program through a grant which provides academic and financial assistance to eligible students composed of the following populations:

Career Pathways Ethnicity		2021-2021			2022-2023			2023-2024	
Asian		0	0.00%		0	0%		0	0%
Black/African American		22	47%		32	56%		35	52 %
Hispanic/Latino		1	2%		1	2%		0	0 %
White/Caucasian		24	51%		24	42%		32	48%
Other		0	0.00%		0	0%		0	0%
Total Students		47	100%		57	100%		67	100%

UAM COLLEGE OF TECHNOLOGY-MCGEHEE

The UAM CTM Advisory Board, Program Advisory Committees, staff, faculty, and students are committed to the policy of providing educational opportunities to all qualified students and employment opportunities to all persons regardless of their race, color, religion, creed, gender, ethnic or national origin, disability, age, veteran status, or any other legally protected class. The personnel and student statistics and activities reported in the University of Arkansas at Monticello's Affirmative Action Plan Report include data and common activities for all three campuses of the university which includes UAM CTM. The following report includes data and activities that extends beyond the university's report and is specific to UAM CTM.

The McGehee campus, during the past academic year, had a minority student body of approximately 71% percent. Using data provided by the Director of Institutional Research/FOI Officer, the following table indicates all ethnic minority enrollment for July 1, 2023, through census of spring 2024; 480 total students with 339 being minority as follows:

UAM-CTM Students	2023-24	
Non-Resident Alien	0	0.00%
Hispanic	39	8.2%
Asian	2	0.00%
American Indian	3	1%
Hawaiian	0	0.00%
Black	270	56%
White	141	29.5%

Two or More Races	25	5.3%
Unknown	0	0.00%
Total	480	100.00%

The campus seeks special interest in recruiting minority students, faculty, and staff; however, the campus also wants the most qualified employees. The campus continuously seeks to recruit minorities for its faculty and staff positions. The Vice Chancellor and Assistant Vice Chancellor for the campus are minorities (African American). The minority representation of the faculty is as follows: Emergency Medical Technology Instructor/Director – Two or More Races, and an automotive instructor (African American). We also have staff members who are minority, all are African American: Information Technology Director, Counselor, Director of Career Pathways, Counselor of Career Pathways, Human Resource Specialist, one Administrative Specialist's III, and a maintenance assistant.

Recruitment and Retention of Students

The UAM CTM campus exercises a policy of equal educational opportunity. All applicants for admission are considered solely based on individual qualifications. Activities supportive of a professional staff and faculty committed to maintaining diversity of student enrollment and increasing retention beyond that of the university include the following:

- The development of campus advertisements, promotions, and flyers that represent multi-racial and gender representation.
- The development of tutoring services to assist students academically to aid in student retention.
- The Adult Education Program is non-credit instruction. The number of students served in the program was 66% minority (123/185 students). All Adult Education Programs incorporated lessons across the curriculum that highlighted Native Americans in November, Black History month in January, and biographical readings covering various minority leaders. The lessons covered the content areas of reading, social studies, science, and writing. Videos, essay writing, and additional content reading were some of the activities in which the students participated.
- The recruitment of Hispanic students for ESL (English as a Second Language) classes is a continual effort. Flyers promoting ESL classes were distributed throughout the community. The Adult Education website has a Spanish link and brochures in Spanish are also available. They also offered ESL classes in Lake Village.
- The utilization of the Career Pathways Initiative program provides tutoring and financial aid resources and contributes to the recruitment and retention of students. They also provided laptops and hot spots to students, as needed. The

percentage of minority students served FY23 through this program is approximately 80% (80 minorities out of a total of 100 students).

- Placing professional banners around the campus to promote the diversity in enrollment for technical fields and non-traditional occupations.
- Utilizing the campus' Facebook page and electronic sign to promote the diversity of the student body and training specific to non-traditional gender occupations.
- Monitoring the attendance and academic performance of all students through an electronic system and providing students with guidance and access to available resources that will assist them with accomplishing their educational goals.

Because of its location, and the minority population, the campus is afforded the opportunity to serve minority students and provide much-needed educational opportunities for the area.

Appendixes

UAM Student Major/Ethnicity Report

Employee Report

Employee Report
(Act 426 of 1993)
For Period Ending 06/30/24

Univeristy of Arkansas at Monticello

Payroll Number (UAM Agency Code): 0155

Category		Number		Percentage
Total Female Employees		413		60%
Total Male Employees		280		40%
Total Employees		693		100%
Total Asian Employees		16		2%
Total African American Employees		132		19%
Total Caucasion Employees		493		71%
Total Hispanic Employees		14		2%
Total American Indian Employees		14		2%
Total Unreported		24		3%
Total Employees		693		100%

Category		Number		Percentage
Total Female Employees		129		63%
Total Male Employees		77		37%
Total Faculty		206		100%
Total Asian Employees		7		3%
Total African American Employees		20		10%
Total Caucasion Employees		166		81%
Total Hispanic Employees		2		1%
Total American Indian Employees		1		0%
Total Unreported		10		5%
Total Faculty		206		100%

UNIVERSITY OF CENTRAL ARKANSAS

Minority Recruitment and Retention Report

submitted to the

ARKANSAS DEPARTMENT OF HIGHER EDUCATION

June 19, 2024

I. Number of minority students, by minority group, who currently attend the institution

Reporting term: Fall 2022

Race	Number	Percent
Total enrollment	9,790	
American Indian	30	0.31%
Asian	206	2.10%
Black	1,473	15.05%
Hispanic	664	6.78%
Native Hawaiian/Pacific Islander	10	0.10%
Two or more races	458	4.68%

II. Number and position title of minority faculty and staff who currently work for the institution

Reporting term: Fall 2023

Race / Position	Faculty	Archivists/Curators/Museum Techs	Librarians	Library Techs	Educational Services Occupations	Management Occupations	Business/Financial Operations Occupations	Computer/Engineering/Science Occupations	Community Service/Legal/Arts/Media	Healthcare Practitioners/Technical Operations	Service Occupations	Sales/Related Occupations	Office/Administrative Support Occupations	Natural Resources/Construction/Maintenance	Production/Transportation/Material Moving	Total number in minority group
American Indian	1	-	-	2	-	2	-	-	-	-	-	-	-	-	-	5
Asian	43	-	-	-	2	2	-	-	2	-	2	-	1	-	-	52
Native Hawaiian/Pacific Islander	3	-	-	-	-	-	-	1	2	-	-	-	-	-	-	6
Black	37	-	-	5	12	14	8	11	21	3	20	-	21	2	-	154
Hispanic	10	-	-	-	3	2	-	2	5	-	13	-	1	1	-	37
Two or more races	12	-	-	-	2	3	1	-	3	-	6	-	9	-	-	36
Minority employees in category	106	-	-	7	19	23	9	14	33	3	41	-	32	3	-	290
Total employees in category	686	1	6	19	80	131	67	76	127	19	119	-	163	69	11	1,574

III. Number of minority full-time faculty, by minority group, who currently work for the institution

Reporting term: Fall 2023

Race	FT Faculty
American Indian	0
Asian	38
Native Hawaiian/Pacific Islander	1
Black	28
Hispanic	9
Two or more races	10
Total minority full-time faculty	86
Total full-time faculty	518

IV. Number of minority adjunct (part-time) faculty who currently work for the institution

Reporting term: Fall 2023

Race	PT Faculty
American Indian	1
Asian	5
Native Hawaiian/Pacific Islander	2
Black	9
Hispanic	1
Two or more races	2
Total minority part-time faculty	20
Total part-time faculty	168

V. Number and position title of minority faculty and staff who began working at the institution in the past year

Reporting term: FY 2023

Category	Count
Faculty	10
Library/Student/Academic Affairs/Other Education Services Occupations	5
Management Occupations	2
Business/Financial Operations Occupations	2
Computer/Engineering/Science Occupations	2
Community Service/Legal/Arts/Media	7
Healthcare Practitioners/Technical Occupations	0
Service Occupations	6
Sales/Related Occupations	0
Office & Administrative Support Occupations	8
Natural Resources, Construction, & Maintenance Occupations	1
Production, Transportation, & Material Moving Occupations	0

VI. Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff**A. Minority Enrollment**

Numbers in the following tables exclude non-resident aliens and students whose race/ethnicity is unknown.

Reporting terms: Fall 2018, Fall 2023

UCA Entering Freshmen (FT + PT)				
	Fall 2018		Fall 2023	
	Number	Percent	Number	Percent
Grand total	1,983		1,706	
Black	354	17.85%	334	19.58%
Other minority	275	13.87%	310	18.17%
White	1,354	68.28%	1,062	62.25%

UCA Undergraduate (FT + PT)				
	Fall 2018		Fall 2023	
	Number	Percent	Number	Percent
Grand total	8,914		7,591	
Black	1,534	17.21%	1,263	16.64%
Other minority	1,145	12.84%	1,176	15.49%
White	6,235	69.95%	5,152	67.87%

UCA Graduate (FT+PT)				
	Fall 2018		Fall 2023	
	Number	Percent	Number	Percent
Grand total	1,677		1,830	
Black	155	9.24%	210	11.48%
Other minority	127	7.57%	192	10.49%
White	1,395	83.18%	1,428	78.03%

UCA Total Enrollment				
	Fall 2018		Fall 2023	
	Number	Percent	Number	Percent
Grand total	10,591		9,421	
Black	1,689	15.95%	1,473	15.64%
Other minority	1,272	12.01%	1,368	14.52%
White	7,630	72.04%	6,580	69.84%

B. Graduation and Retention Rates

One-Year Retention Rate						
	2013 Cohort			2017 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	2177	1522	69.9%	1927	1427	74.1%
White	1391	980	70.5%	1297	975	75.2%
Black	474	324	68.4%	301	220	73.1%
Other minorities	229	152	66.4%	267	180	67.4%
All minorities	703	476	67.7%	568	400	70.4%

Graduation Rate – 150% Time						
	2013 Cohort			2017 Cohort		
	Cohort	Number	Percent	Cohort	Number	Percent
Total Cohort	2177	945	43.4%	1927	1028	53.3%
White	1391	670	48.2%	1297	753	58.1%
Black	474	131	27.6%	301	109	36.2%
Other minorities	229	98	42.8%	267	127	47.6%
All minorities	703	229	32.6%	568	236	41.5%

C. Minority Faculty

Reporting terms: As indicated

	UCA Full-Time Faculty			
	Fall 2018		Fall 2023	
	Number	Percent	Number	Percent
Total	558		518	
White	460	82.44%	414	79.92%
Black	24	4.30%	28	5.41%
Other minorities	54	9.68%	58	11.20%
All minorities	79	14.16%	86	16.60%

D. Minority Staff

Reporting terms: As indicated

The IPEDS employment categories relevant to this goal are:

Management Occupations
 Business and Financial Operation Occupations
 Librarians, Curators, and Archivists
 Student and Academic Affairs and Other Educational Services Occupations
 Computer, Engineering and Science Occupations
 Community Service, Legal, Arts, and Media Occupations
 Healthcare Practitioners and Technical Occupations

Administration/Professional Staff				
	Fall 2018		Fall 2023	
	Number	Percent	Number	Percent
Total	490		501	
White	395	80.61%	397	79.24%
Black	61	12.45%	69	13.77%
Other minorities	19	3.88%	23	4.59%
All minorities	80	16.33%	92	18.36%

Reporting terms: As indicated

IPEDS employment categories relevant to this goal are these:

Service Occupations
 Sales & Related Occupations
 Office & Administrative Support Occupations
 Natural Resources, Construction, & Maintenance Occupations
 Production, Transportation, & Material Moving Occupations

Secretarial/Clerical				
	Fall 2018		Fall 2023	
	Number	Percent	Number	Percent
Total	514		362	
White	419	81.52%	285	78.73%
Black	59	11.48%	43	11.88%
Other minorities	23	4.47%	18	4.97%
All minorities	82	15.95%	61	16.85%

E. Strategies and Activities

During the Fall of 2023, university units were asked to report activities during the prior academic year (2022 – 2023) that advanced UCA towards its diversity goals as outlined in the university's Diversity Strategic Plan (DSP). As a testament to the power of collaboration, 48 university units actively participated and collectively reported 123 activities, actions, or initiatives. These efforts, big or small, played a crucial role in advancing our campus diversity goals.

- **Goal 1 – Recruitment and Retention** – We actively pursue and seek to retain a diverse student body, faculty, and staff.

Examples:

- From May 16, 2023, through May 15, 2024, UCA Human Resources advertised UCA jobs with over 40 online sources. We received 559 applications from minority applicants out of 2,913 total applications (19.2%) and hired 53 minority applicants out of 247 total hires (21.5%).
- Our Office of Admissions has been instrumental in shaping the diversity of our student population. Their efforts, including application support, diverse representation, and financial aid outreach programs, have significantly increased access to higher education for a more diverse group of students.
- Employee Resource Groups and Registered Student Organizations help to cultivate a sense of belonging and increase retention.

- **Goal 2 – Support** – We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.

Examples:

- The BEAR Life Program serves at-risk students with a Summer Bridge opportunity, success coaching, career exploration, information on financial wellness, and other professional development choices.
- The Diversity Advisory Committee (DAC) has a variety of subcommittees that examine and address the needs of different student and employee populations. DAC subcommittees include topics such as the Belonging Among Commuter, Nontraditional, and Online Students Committee, the Lactation Suites Committee, and the Policy/Program/Office Review Committee.
- The Council for Student Success offers leadership and oversight to address student success challenges by monitoring campus operations and high-impact practices, making recommendations, and evaluating actions for improvement.

- **Goal 3 – Knowledge** – We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

Examples:

- The UCA Core is a cohesive course of study that builds core competencies, of which diversity is one. Students can analyze the world's diverse values, traditions, and belief systems that inform society within various cultural and historical contexts.
- Through a Collaborative Online International Learning (COIL) consortium, students and professors come together across cultures to learn, discuss, and collaborate as part of their classroom experience.
- The Office of Employee Engagement and Enrichment offers an assortment of workshops that promote the knowledge and understanding to maintain an excellent and inclusive campus environment.

VII. New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.

During Academic Year 2024/2025, the following new initiatives will occur:

- We will launch a new leadership development program for faculty and staff. This program will allow them to experience first-hand the operational and relational structures within higher education. It will enable them to serve better, educate our students, and collaborate with colleagues.
- UCA Human Resources will assign an employee to focus on recruitment.
- Faculty and staff can voluntarily attend a Navigating Difference Series to enhance skills for seeing and navigating differences, communicating across differences, cultivating successful teaming skills, and flourishing among differences. These enriched skills will help employees do their work and meet UCA's grand challenges.
- We will host a Student Success Summit to equip faculty and staff to better understand students' needs and the corresponding campus resources.
- Leaders of the aforementioned programs will gather data and/or information to determine the attainment of goals and objectives.

VIII. Timeline, budget, and methods to assess and monitor progress.

- We administer the Campus Climate Survey triennially to gauge the realization of campus goals.
- In alignment with our five-year Minority Recruitment and Retention Plan, we continue to monitor annual engagement with the campus diversity goals through the Diversity Strategic Plan Report.
- Key Performance Goals accompanying the campus diversity goals will be measured at the end of the five-year plan.
- The amount invested in centralized DEI initiatives was \$46,272.
- The amount invested in the DSP-reported decentralized initiatives was \$416,679.

University of Arkansas
Minority Recruitment & Retention FY 24 Annual Report
Submitted June 30, 2024

In accordance with Act 1091, the University of Arkansas, Fayetteville (U of A) submits the enclosed report detailing our efforts for the retention of members of minority students, faculty, and staff. This annual report contains two main sections. Section I includes the tabulations of the results of minority faculty and staff recruitment and student enrollments as required under Act 1091 (1999). As defined by Act 1091, “minority” refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans, however we break out faculty and staff by federal definition which includes Hawaiian/Pacific Islander as well as two or more races.

Section II includes an overview of the institutional goals and objectives related to the recruitment and retention of minority students, faculty and staff and the associated progress. Section II is divided into three sections: Faculty, Staff, and Students.

I. Tabulations of the Results of Minority Faculty and Staff Recruitment and Student Enrollments.

Numerical Data for This Report Period as Required by Act 1091

Between the fall 2023 and fall 2024, overall, the number of minority students attending the University of Arkansas increased. The following table provides the details.

MINORITY STUDENTS

ETHNICITY	FALL 2023	FALL 2024	% of Total 2024
Hispanic and any race	3,168	3,324	10.3%
American Indian	258	266	0.8%
Asian	857	901	2.8%
African American	1,408	1,330	4.1%
TOTAL	5,691	5,821	18.0%

*(UA Office of Institutional Research website)

MINORITY FACULTY/STAFF

For FY 24, the university hired 785 employees in both faculty and staff positions. Federally defined minorities accounted for 49.4% of these hires. Women comprised 43.1% of the new employees. The graphs below further highlight these numbers by differentiating between faculty and staff new hires in 2023-2024, showing the total number of minority faculty and staff at the university by position and the total number minority full-time and adjunct faculty.

FACULTY/STAFF NEW HIRES (2023-2024)

Ethnicity	2023	%	2024	%
African American	56	8.05%	49	6.24%
American Indian	25	3.59%	20	2.55%
Asian	51	7.33%	33	4.20%
Hispanic	79	11.35%	77	9.81%
Native Hawaiian	3	0.43%	8	1.02%
Unknown	43	6.18%	201	25.61%

Caucasian	439	63.07%	397	50.57%
Totals	696	100.00%	785	100.00%

Gender Totals	2023	%	2024	%
Female	386	55.46%	338	43.06%
Male	310	44.54%	281	35.80%
Unknown	0	0.00%	166	21.15%
Totals	696	100.00%	785	100.00%

FACULTY/STAFF BY POSITION

Position	# of Employees
Assistant Professor	244
Project/Program Specialist	120
Institutional Services Assistant	82
Instructor	75
Post Doctoral Fellow	58
Professor	43
Research Associate	36
Project/Program Manager	28
Student Development Specialist	27
Academic Counselor	25
Skilled Tradesman	19
Administrative Specialist III	18
Project/Program Director	17
Senior Research Assistant	14
HEI Program Coordinator	14
Administrative Specialist II	10
Department Chairperson	10
Extra Help Assistant	10
Administrative Analyst	10
Fiscal Support Manager	9
Computer Support Specialist	9
Distinguished Professor	7
Institutional Services Supervisor	7

Mental Health Clinician	7
Fiscal Support Analyst	7
Administrative Support Supervisor	7
Project/Program Specialist	6
Coordinator of Housekeeping	6
Public Safety Officer	6
Asst. Football Coach	6
Institutional Bus Driver	6
Sr. Project/Program Director	6
Major Gift Development Officer	6
Asst. Basketball Coach	6
Computer Support Technician	5
Systems Specialist	5
Development/Advancement Specialist	5
Asst. Trainer	5
Scientific Research Technologist	5
Telecommunications Specialist	5
Fiscal Support Specialist	5
Library Supervisor	4
Library Specialist	4
Public Safety/Security Officer	4
Assistant Dean	4
University Professor	4
Research Project Analyst	3
Teaching Associate	3
Senior Library Assistant	3
HE Public Safety Commander I	3
Administrative Analyst	3
Instructional Designer	3
Security Analyst	3
Assistant Coach	3
Skilled Trades Supervisor	3
Maintenance Supervisor	3
Certified Nursing Assistant	3
Skilled Trades Helper	2
Financial Aid Specialist	2
Assistant Librarian	2
Academic Advisor	2
Coordinator of Grants Management	2

Software Support Specialist	2
Library Technician	2
Software Support Specialist	2
Research Assistant	2
Financial Aid Analyst	2
Lecturer	2
Associate Librarian	2
Senior Research Assistant	2
Payroll Services Specialist	2
Assistant Softball Coach	2
Associate Registrar	2
Assoc. Dir. of Athletics	2
Systems Analyst	2
Medical Records Technician	2
Accountant II	2
Medical Technologist	2
Master Scientific Research Tech.	2
Associate Dean	2
Website Developer	1
Computer Operator	1
Administrative Support Supervisor	1
Assoc. Dir. Of Executive Education	1
Cashier	1
Defensive Coordinator	1
Clinical Instructor	1
Assoc. Director Information Technology	1
Asst. V-C for Advancement	1
Inventory Control Technician	1
Athletic Facility Supv	1
Landscape Specialist	1
Assoc. Dean of Walton Coll. of Bus.	1
Assistant Golf Coach	1
Assistant Bookstore Manager	1
Development Specialist	1
Conference Coordinator	1
Assistant Gymnastics Coach	1
Coord. of Academic Space	1
Dir. Business and Economic Research	1
Skilled Trades Foreman	1

Maintenance Assistant	1
HE Public Safety Commander III	1
Director of Affirmative Action	1
Business Manager	1
Chancellor	1
Assistant to the Dean	1
Marketing/Promotions Manager	1
Vice Provost	1
Director of Institutional Research	1
Asst. to the Provost	1
Medical Billing Specialist	1
Radio Dispatch Operator	1
Director of Outreach	1
Asst. Track Coach	1
Director of University Police	1
Research Scientist	1
Director of University Relations	1
Assistant Professor - Law	1
Network Support Analyst	1
Computer Lab Technician	1
Nutritionist	1
Senior Software Support Analyst	1
Occupational Safety Coordinator	1
Fiscal Support Supervisor	1
Computer Support Manager	1
Asst. Volley Ball Coach	1
Photographer	1
Head Athletic Trainer	1
Physician - Health Center	1
Staff Development Coordinator	1
Police Captain	1
Head Tennis Coach	1
Exec. Associate Athletic Director	1
Head Track Coach	1
Exec. Project/Program Manager	1
Transit Operations Supervisor	1
Asst. Dir. of Affirm Action	1
Vehicle Facilities Coordinator	1
Administrative Specialist I	1

Warehouse Manager	1
Asst. Swimming Coach	1
Dean of Law	1
Asst. Tennis Coach	1
Grand Total	1,159

MINORITY FULL-TIME FACULTY

Ethnicity	Number
American Indian or Alaska Native	6
Asian	139
Black or African American	42
Hispanic or Latino	65
Two or More Races	20
Unknown	119
Grand Total	391

MINORITY ADJUNCT FACULTY

Ethnicity	Number
American Indian or Alaska Native	2
Asian	4
Black or African American	25
Hispanic or Latino	11
Two or More Races	12
Unknown	41
Grand Total	95

MINORITY FACULTY/STAFF NEW HIRES BY POSITION

State Title	# Employees
Post Doctoral Fellow	39
Project/Program Specialist	36
Institutional Services Assistant	31
Assistant Professor - 9 Month	22
County Ext. Agent I	19
Program Associate	18

Administrative Specialist III	15
Instructor - 9 Month	14
Program Technician	14
CES Program Assistant	12
Assistant Professor - 12 Month	11
Institutional Bus Driver	8
Project/Program Manager	5
Student Development Specialist	5
Research Associate - 12 Month	5
Fiscal Support Analyst	5
Agri Farm Technician	5
Academic Counselor	4
Administrative Specialist II	4
Fiscal Support Specialist	4
Computer Support Technician	4
Public Safety Officer	4
Telecommunications Specialist	4
Asst. Basketball Coach	4
Project/Program Director	3
HEI Program Coordinator	3
Administrative Analyst	3
Mental Health Clinician	3
Senior Research Assistant	3
Assistant Professor - WCOB	3
Instructor - 12 Month	3
Software Support Specialist	3
Agriculture Lab Technician	3
Archeological Assistant	3
Asst. Football Coach	3
Lecturer - 12 Month	3
Skilled Tradesman	2
Sr. Project/Program Director	2
Assistant Professor - Engineering	2
Research Assistant	2

Assistant Softball Coach	2
Cashier	2
Department Chairperson	2
Financial Aid Specialist	2
Instructional Designer	2
Library Supervisor	2
Research Field Technician	2
Research Project Analyst	2
Administrative Support Supervisor	1
Associate Professor - 9 Month	1
Registered Nurse III	1
Assistant Librarian	1
Scientific Research Technologist	1
Assistant Coach	1
Computer Support Specialist	1
Library Specialist	1
Skilled Trades Helper	1
Assistant Golf Coach	1
Associate Librarian	1
Associate Professor - Engineering	1
Associate Professor - Law - 9 Month	1
Athletic Facility Supv	1
Development Specialist	1
Executive Project/Program Director	1
Major Gift Development Officer	1
Apprentice Tradesman	1
AREON Network Engineer	1
Assistant Professor	1
Associate VP	1
Asst. Track Coach	1
Buyer	1
Computer Lab Technician	1
Coordinator of Grants Management	1
County Ext. Agent III	1

Department Chairperson - WCOB	1
Extra Help Assistant	1
Farm Maintenance Mechanic	1
Institutional Assistant	1
Laboratory Technician	1
Maintenance Assistant	1
Medical Records Technician	1
Program Manager	1
Systems Specialist	1
Vehicle Facilities Coordinator	1
Total	388

II. Progress Made in Meeting Institutional Goals and Objectives Related to Recruitment and Retention of Minority Faculty, Staff, and Students.

A. Progress Made in Meeting Institutional Goals and Objectives related to the Recruitment and Retention of Minority Faculty

The University's recently unveiled strategic plan, 150 Forward, includes as its third pillar our ambition to enhance the University's status as an employer of choice. This strategic pillar includes the adoption of an employee value proposition aimed at reducing annual workforce turnover rates of both faculty and staff as well as increasing the size and quality of applicant pools.

In regard to the recruitment of minority faculty, the University adheres to all federal regulations regarding recruiting of qualified faculty. The Office of Equal Opportunity, Compliance, and Title IX through Fayetteville Policies and Procedures 204.1 charges departments with proactively expanding opportunities and access by seeking out and inviting persons from all backgrounds to apply to fill open positions.

In regard to the retention of minority faculty, the University through the Office for Faculty Affairs has supported a variety of measures to appropriately support and on-board all new faculty as they come to the University as well as retain them by offering a variety of programs both centrally as well as in coordination with the academic colleges. The University regularly measures its

impact on retention and the reasons why faculty transition to a new institution as well as why faculty decide to stay at the University of Arkansas. This is predominantly done through the administration of the COACHE Survey (Collaborative on Academic Careers in Higher Education) on set regular intervals.

For instance, the Office of Faculty Affairs offers robust peer mentoring programs, travel grants to national and international conferences, and associated peer writing workshops for all faculty to support their research endeavors, as well as orientation activities coordinated with the Teaching and Faculty Support Center (TFSC). The TFSC likewise engages faculty to support their teaching in various workshops, colloquia, and symposia throughout the academic year. Finally, faculty retention efforts continue through leadership development training among faculty for academic leadership positions within the University and beyond.

B. Progress Made in Meeting Institutional Goals and Objectives related to the Recruitment and Retention of Minority Staff

Our strategic plan, 150 Forward, highlights our ambition to become an employer of choice. We are committed to fostering an environment where everyone feels a sense of belonging and works toward meaningful goals.

The University adheres to all federal regulations regarding the recruitment of qualified faculty and staff. The Department of Equal Opportunity, Compliance,

and Title IX, as outlined in Fayetteville Policies and Procedures 204.1, mandates that schools, colleges, departments, and units proactively seek and invite individuals from diverse backgrounds to apply for open positions.

To support the retention of minority staff, the University implements various human resource programs and collaborates with campus entities such as the Chancellor's Commission on Women, Staff Senate, Campus Council, Employee Resource Groups, Unity Alliance, and UARK Leaders. These initiatives are designed to effectively support and onboard new staff, ensuring they feel welcomed and integrated into the University community.

The University provides opportunities for all staff to join communities that enhance the U of A employee experience through engagement, development, and collaboration. The U of A regularly assesses the impact on staff retention, examining the reasons why employees choose to stay or move to new institutions.

Our retention efforts include professional, management, and leadership development, as well as training in soft skills and technology. The Employee Development Program (EDP) is dedicated to enhancing employees' work lives, improving departmental effectiveness, and contributing to the overall productivity and success of the institution.

Through these initiatives, the University of Arkansas strives to maintain a

diverse, inclusive, and supportive workplace where all staff can thrive and contribute to the university's collective success.

C. Student: Recruitment/Retention Efforts

The Multicultural Center (MC) provides programs and resources to increase diversity in college access, attendance, and retention of underrepresented students. The MC supports student engagement and retention through two primary functional areas: college access outreach and supportive and educational programming regarding culture, identity, and community.

The College Access Initiative (CAI) is an academic outreach program designed to improve college readiness, college access, and college attendance among Arkansas students and focusing on communities underrepresented at the U of A. CAI provides academic programming in public schools and communities statewide, serving students, families, and educators for the shared purpose of increasing educational attainment. The program provides free resources and instruction on topics such as the college admission processes, scholarships and financial aid, ACT preparation, and more. During the summer, CAI hosts multiple summer programs on the U of A campus, serving hundreds of junior high and high school students from across the state.

In addition to college access and readiness outreach, the multicultural center also focuses on culturally responsive support and programming and facilitates

cultural education and arts events across campus for all students. . The MC supports cultural heritage months, monthly cultural celebrations and other learning opportunities designed to increase belonging and to help students celebrate and share their identity and experience.

Beyond programming that nurtures inclusion and belonging, the multicultural center further enhances academic retention and student success through scholarship support. Since 2013 the multicultural center has received more than \$10 million in gifts and grants for scholarship and student success support for Arkansans with financial need and UA aspirations, including the development of a comprehensive bridge and scholarship program serving first-generation and lower-income college students from the Arkansas Delta region.

Retention Outreach is a department that has grown over time from a functional area within the MC to a standalone unit comprising multiple retention programs. The Academic Enrichment Program (AEP) is a comprehensive academic support program that provides participants with dedicated staff support, peer mentoring, and workshops and resources designed to improve academic and other skills critical to college success. This program encourages good study habits, time management, positive self-care, and the development of leadership skills to increase student success through the college experience. AEP is open to any student who desires or needs more support and dedicated guidance at the

University of Arkansas. The multicultural center is also home to Freshman Commuter Student Success, a retention and support program for students who begin college at the UA as commuting students, and is the host of TRIO Student Support Services, a U.S. Department of Education-funded academic success program targeting first-generation and low-income students and students with disabilities. The center also maintains a robust partnership with the Office of Student Success, collaborating on retention strategies and innovations and cohort-based learning programs.

The University hosts eight college access and retention programs federally funded by the Department of Education primarily to serve first-generation and low-income students. Three Upward Bound programs together serve about 175 students with on-campus programming. Three Talent Search grants provide college readiness outreach to local public schools. Veterans Upward Bound serves veterans with college-going resources in coordination with the Veterans Resource and Information Center, and Student Support Services provides retention programming for students who are first-generation, low-income or who have disabilities. All programs collaborate meaningfully with campus departments, divisions, colleges, and schools.

Minority Recruitment and Retention Report 2023-24

University of Arkansas - Fort Smith

June 21, 2024



INTRODUCTION

ACT 1091 of 1999 requires all state-supported colleges and universities in Arkansas to establish programs to enhance the retention and recruitment of minority students, faculty, and staff. Under the Act, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans. The Act requires each institution to prepare an annual progress report on the steps taken to achieve the goals of the institution's Five-Year Minority Retention Plan.

The mission of the University of Arkansas – Fort Smith is “UAFS empowers the social mobility of its students and the economic growth of the River Valley through exceptional educational opportunities and robust community partnerships.” Through exposure to a racially and ethnically diverse environment, students become further prepared to successfully engage in the global world in which we live. The educational support UAFS provides to minority students ensures that the University is a factor in enhancing the diverse and multicultural atmosphere of our service area. The retention and successful completion of minority students is critical to overall success of the University.

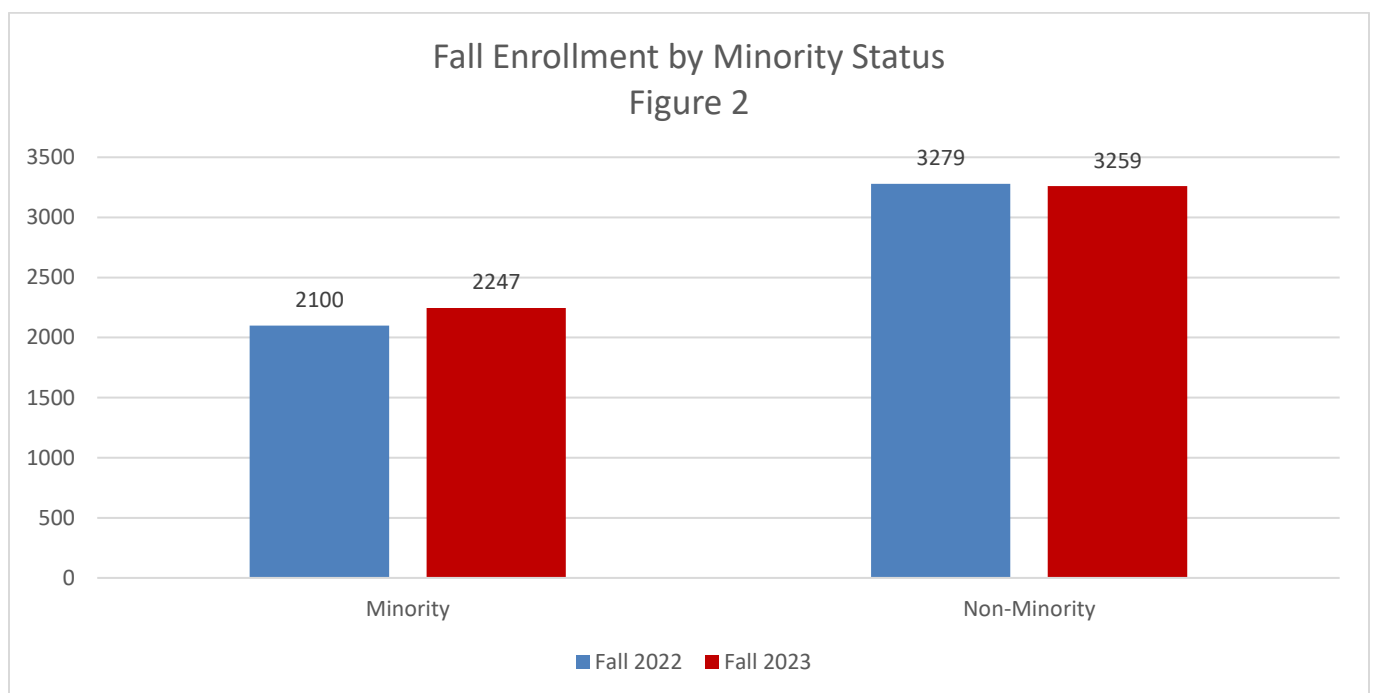
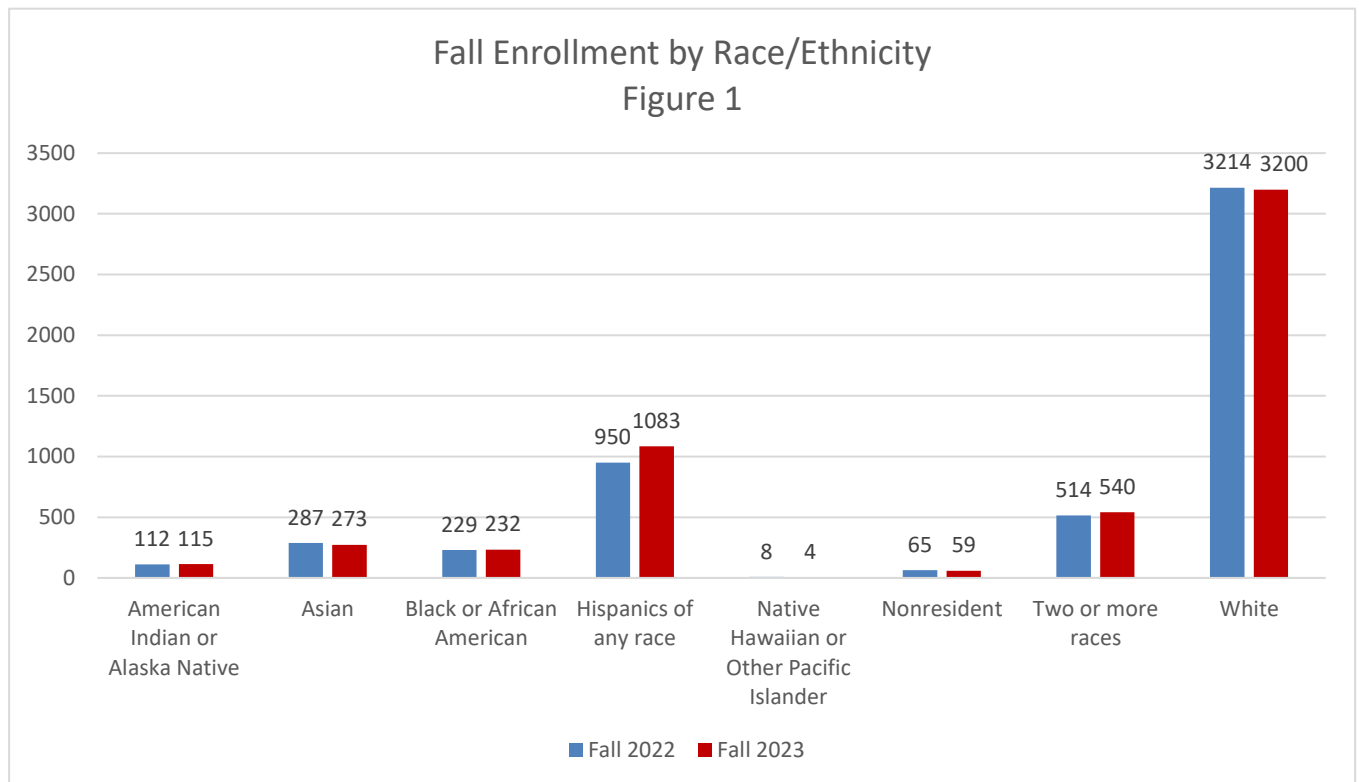
The following information demonstrates the University of Arkansas – Fort Smith's commitment to increasing the representation of minority students, faculty and staff in higher education and presents an overview of the status of diversity on the UAFS campus.

Student Retention

Overview

Total undergraduate census date enrollment for fall 2023 was **5,506** students. This number represents a **2.4 percent** increase in total enrollment from fall 2022, however, minority enrollment has increased 7.2 percent during this period. In fall 2023, students who identified as minority made up 41 percent of the student body compared to 39 percent of the fall 2021.

Of the total headcount reported to ADHE for fall 2023, the American Indian population comprised 2.1 percent; the Asian population comprised 5 percent; the Hispanic population comprised 19.7 percent; the Black/African American population comprised 4.2 percent. {Figure 1} In Fall of 2023, 2,247 minority students were enrolled at UAFS. {Figure 2}



Source: Office of Institutional Research & Strategic Planning

Minority Student Recruitment Efforts

UAFS has several ongoing recruitment initiatives. Both traditional and nontraditional minority students are sought through multiple channels.

The UAFS Admissions Office collected names of minority high school students from Arkansas and surrounding states through attendance at college fairs, high school visits, and the purchase of student names from Encoura. The Admissions Office also designed mailings to introduce students to the University, promote programs, and encourage prospective students to schedule a campus tour. Admissions, with Dr. Riley's support, established a full-time bilingual recruiter who works in Northwest Arkansas, as a part of our strategy to become a Hispanic serving institution.

The University has invested in a brief marketing campaign targeting prospective Hispanic and Latino students and influencers. This multi-channel campaign utilized Facebook, Instagram, Google Display, and traditional advertising (both in English and Spanish) on a local Spanish variety radio station for general student recruitment. UAFS marketing also launched a short-run campaign to promote its Admissions Office "Si Se Puede" recruiting event. "Si Se Puede" was an evening recruiting event hosted by Spanish-speaking academic advisors. Families who may not have English as their first language could speak directly with academic advisors and have questions answered by UAFS academic advisors. These campaigns delivered nearly 1.6M digital impressions and almost 3,000 clicks to the UAFS website.

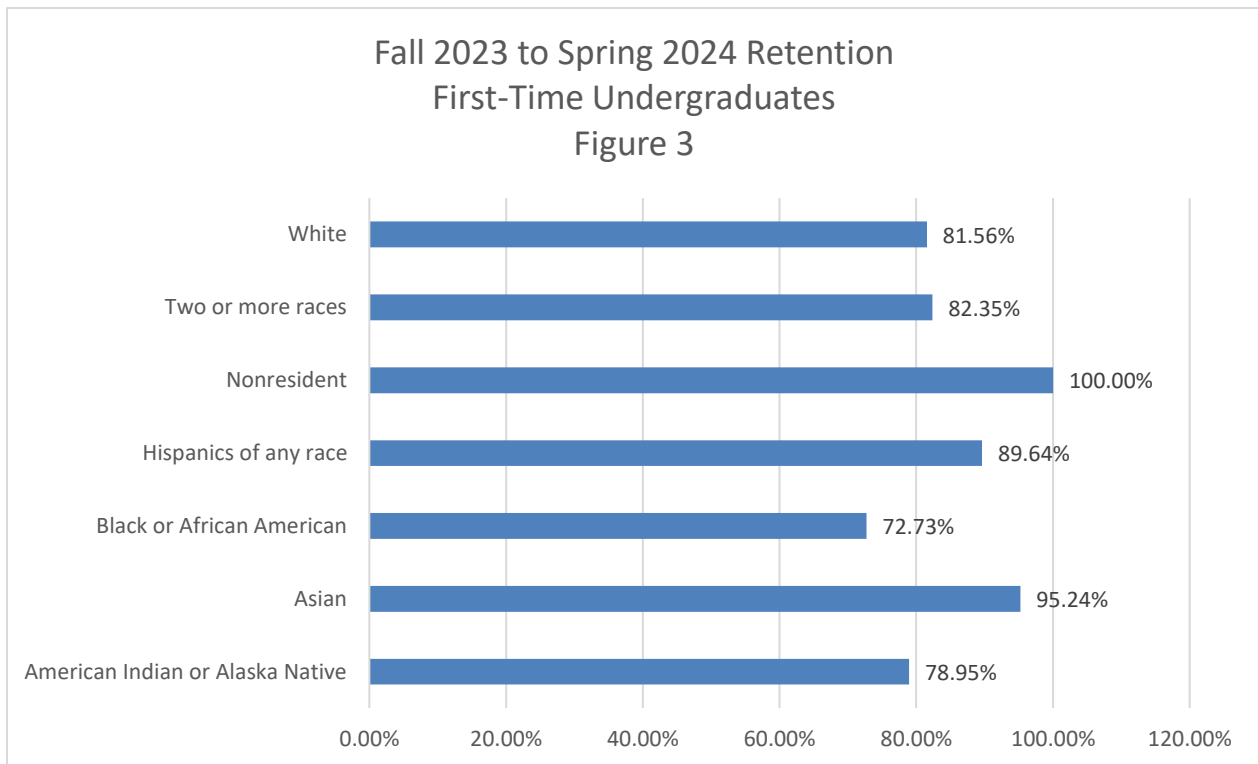
In addition to these efforts, UAFS invested in WeGlot's translation module for its website in August of 2023. The module allows visitors to have the website translated into five different languages, reflecting the five most populous languages spoken in the Fort Smith Metropolitan Region. These languages are Spanish, Vietnamese, Lao, Hmong, and Igbo. Eighty percent of the translation requests received during the 23-24 academic year were for Spanish (4,273), with Vietnamese being the second most popular request at 15% (825).

UAFS is also working on the development and support of several new programs. The Men of Excellence program (MOX) is helping to support and build leadership in young men, with emphasis on underrepresented populations. Ideal Women, a program to support and build leadership in young women, with an emphasis on underrepresented populations. There is a re-conception and establishment of a Black Student Alliance who are currently electing officers.

Minority Student Retention

UAFS is committed to student retention and success. In 2020-2021, 359 minority identified students received 461 awards. This number increased in 2021-2022 with 423 minority identified students receiving 526 awards and again in 2022-2023 with 615 minority identified students receiving 750 awards.

Looking at the Fall 2023 to Spring 2024 retention numbers, 84% of first-time undergraduate students were retained. First-time undergraduate Asian students were retained at a 95% retention rate, Black students at 72%, Hispanic at 90%, American Indian at 79%, and two or more races at 82%. {Figure 3}



Source: Office of Institutional Research & Strategic Planning

Extensive efforts are in place to increase the retention rates for all student populations. These efforts include entry-level analyses as well as mid-course interventions designed to intercede with students before they withdraw from courses and/or college. UAFS continues to work toward creating new initiatives and improving current efforts to retain these students. UAFS is creating awareness and integration programs to promote and educate cultural tolerance and social issues in the global world and to facilitate conversations on minority issues.

Student Retention Services

UAFS designed each of the services detailed below with an eye toward retention and how students may be encouraged to stay in school and graduate.

Recruitment: UAFS has a comprehensive recruitment plan designed for high school, adult, and returning students. Admissions staff makes presentations across the region at college fairs, individual high schools, and at area businesses and industries. Prospective students are encouraged to visit campus prior to their decision to determine whether UAFS is the right campus to begin a college career. UAFS staff maintains direct contact with prospective students through broad use of mail, telephone, and e-mail contacts. The University's website also plays a pivotal role in recruitment by providing an institutional face to prospective students.

NSO: UAFS requires all first-time students to complete a New-Student Orientation (NSO) where they learn about the resources available to them, including Web-based services. They receive degree plans and detailed information on where to find help for the various challenges they may face as new students. Evaluations of these NSO sessions indicate that students are finding the information valuable as they begin their college careers. Significant changes to the program were made this year to allow students to choose sessions they have interest in, and an enhanced program for parents was implemented.

Summer Bridge and MathUP: These programs are designed to assist students who place into developmental classes—Reading, Writing, and Mathematics. This target group is at extremely high risk because students often lack study skills as well as content skills. These students often have the ability to succeed if they can develop success strategies and become empowered to take control of their education. MathUP allows students to overcome math deficiencies in a self-paced, guided online learning environment. Launch for fall is a partnership between UAFS and the Adult Education Center to provide students non-credit course to better prepare for college level Mathematics and/or English.

Academic Success Center: The mission of the Gordon Kelley Academic Success Center (ASC) is to help students become independent and efficient learners so they are better equipped to meet the University's academic standards and successfully attain their own educational goals. Students

are challenged to become actively involved in their own learning. The goal of the ASC is to provide all students an equal opportunity to succeed in college by maintaining a program of academic support services to address their educational needs. The ASC administers exams for all online courses and for ADA students with accommodations. The ASC provides tutoring for most courses. The focus is on helping students with learning the content, study strategies for a specific course, and students learning to study and learn from each other. Drop-in tutoring labs are available in the ASC for writing, math, chemistry, biology, macro/micro-economics, and operations management. Tutoring is available throughout the week to accommodate students' schedules as much as possible. The ASC is open sixty-five hours a week offering day, evening, and weekend hours. The drop-in tutoring labs also offer hours on Sunday. Some students need individualized assistance with learning how to effectively study for college-level courses. The ASC uses Brainfuse, an online way to access to free tutoring that is available whenever the student needs it. The Guided Study Specialist, now titled an Academic Coach, works with students to design a plan for success. Topics include discovering their learning style, time-management skills, or finding a balance with the demands of college courses, family, work, and student activities. The ASC staff considers not only the student's academic background, preparation, and study habits, but also the specific challenges of the course content and the student's overall college experience.

Target Success Program offers additional assistance to students who have to repeat a developmental course. The program addresses reasons why students fail a course. The most common reasons for failure are excessive absences and lack of coursework completion. Students sign a contract that they will attend class regularly, complete all homework, meet weekly with the instructor or assigned mentor, and use other resources such as the Academic Success Center and faculty office hours. Students who participate in Target Success successfully complete their repeated courses at a much higher rate than students who choose not to participate.

Academic Early Alert Program is used by faculty and advisors to target students at high risk of academic failure. Faculty members who identify students in academic distress post a concern in the early alert system. A notification email regarding the concern is generated and sent to the student and one to the student's advisors. Students are encouraged to visit with the faculty that posted the concern and/or their advisor to discuss taking the necessary steps to be successful in the class and at the institution.

Financial Aid Comprehensive financial planning is vital to college success. UAFS financial aid staff provides individual counseling to students and their parents to determine the grants, scholarships, and loans for which they qualify. The staff also conducts financial aid workshops throughout the region at high schools and community centers. All students receiving aid are monitored to verify their continued academic success. The financial aid office also provides FAFSA filing assistance events to the community throughout the year. Bilingual assistance is available during these events.

In addition, the financial aid office provides qualified students with a full range of student employment options on campus. Approximately 200 work-study positions are available for students to gain valuable real-world experiences while maintaining close ties with the University. UAFS believes students with on-campus jobs are more likely to be retained in future semesters than those with jobs off campus.

The university launched an online verification process in an effort to increase access and ease for students. ProVerify allows students to complete required verification forms online and works directly with the IRS to collect tax information, making the process easier for our students.

Student Activities Students are strongly encouraged to participate in a wide range of student activities, programs, and organizations. Many of these are tied to academic programs or have service requirements that aid the student in developing closer relationships on campus and ultimately aid in retention. These programs are designed to provide opportunities for social, cultural, and intellectual growth, while developing values and leadership characteristics in the participant. Additionally, Student Affairs has placed a programming emphasis on cultural awareness, celebrating cultural heritage during designated months each year.

Summary

The University remains committed to attracting, retaining, and graduating a strong minority population. During the last year, UAFS met each of the goals outlined in its Minority Recruitment Plan.

Employee Recruitment and Retention

Overview

The primary role of Human Resources is to support all University units in the accomplishment of their goals by facilitating recruitment, hiring, and retention of qualified faculty and staff to carry out the University's mission. As an institution, we hope to employ a diverse team of faculty and staff to better serve our student population and the community.

Employment Philosophy

UAFS's philosophy is based on the principle that the well-being of the university and the well-being of its employees are synonymous. The university is dedicated to the belief that its most valuable asset is its people. The University employs people in a nondiscriminatory manner, treating everyone with respect and dignity, applying policies and procedures in a fair, consistent, and equitable manner. UAFS is committed to work with, encourage, and aid its employees in realizing their full potential.

As an equal opportunity/affirmative action employer, the University is committed to providing equal employment opportunities for all applicants and employees with regard to recruitment, hiring, transfer, promotion, compensation, training, fringe benefits, and all other aspects of employment. Staff and faculty of all races, ethnicities, geographic origins, religions, cultures, socioeconomic classes, political perspectives, genders, gender identities, sexual orientations, ages, physical capabilities, veteran status, and intellectual proclivities are empowered to work together in an inclusive, multicultural campus community, contributing to the university's ability to examine issues from multiple unique perspectives.

Employee Recruitment

UAFS is an equal opportunity, affirmative action institution, dedicated to attracting and supporting diverse student, faculty, and staff populations. The University welcomes applications without regard to race, religion, color, sex (including pregnancy, gender identity, and sexual orientation), parental status, national origin, age, disability, family medical history or genetic information, political affiliation, military service, or other non-merit-based factors. Candidates must have proof of legal authority to work in the United States on the first day of employment. All applicant information is subject to public disclosure under the Arkansas Freedom of Information

Act.

UAFS recruitment efforts utilize several internet sites and routine advertising in the multi-state region, throughout the state of Arkansas, and nationwide, in an effort to draw from a more diverse population of applicants. Discipline specific publications are used to target professionals in specific fields. Minority applicants are actively sought through publications such as *Diverse Issues in Higher Education*, through specialized mailing lists such as the HigherEdJobs.com, Chronicle, and Higher Ed Jobs. The recruiting team works with departments to post select positions on job boards in the following list: American Association for Access, Journal of Blacks in Higher Education, Women in Higher Education, Higher Education DEI email, American Association for Access, Equity and Diversity, People of Color in Higher Education, Insight into Diversity, Hispanic Outlook, LGBT Higher Education website, ACUD. Org, Academic Diversity, and through local entities such as the military organizations, agencies offering rehabilitation services, and other special interest groups.

Employee Retention

Compensation & Employee Benefits – Working within boundaries established by state guidelines, UAFS strives to be competitive in order to attract and retain the best candidates. UAFS makes every attempt to offer faculty, staff, and administrative salaries that are comparable to like positions at similar institutions.

A competitive benefits program is crucial in recruiting efforts. As a member of the University of Arkansas System, UAFS is able to provide a comprehensive employee benefits package that is competitive with most local and regional employers. Plan highlights include self-insured health, dental, and vision insurance; long-term and short-term disability and life insurance; retirement benefits; a generous leave plan and holiday schedule; a University of Arkansas system-wide employee and dependent tuition discount program; as well as a number of optional voluntary benefit plans. The UAFS health plan premium structure is salary banded, allowing those at a lower level of the pay scale to pay less for health insurance. The UAFS retirement plan also provides up to a 10% employer contribution match.

New Employee Orientation – The University provides a first-day orientation for new employees to introduce them to the university community, make them aware of expectations, and increase their sense of belonging from day one of employment. The new employee orientation is

mandatory for all new full- and part-time employees including student workers.

During orientation, employees are introduced to the mission and vision of the institution. They receive training in the institution's policies and procedures, sexual harassment prevention, Title IX, risk management, FERPA, FLSA compliance, and other important university topics.

Policies & Procedures – UAFS employees are provided with access to the Faculty and Staff Handbook at the onset of employment, which provides information about the institution's policies and procedures related to employment, employee benefits, and programs and services available to faculty and staff.

Whenever disputes arise in which the law is unclear or inconsistent, the University tends to err on the side of the employee when possible, and, when doing so, in the best interest of the students and University. Employee retention is emphasized through alternative ways to resolve problems and grievances.

Exit Interviews - UAFS maintains an exit interview process that provides employees an opportunity to share reasons for leaving UAFS and to share ideas for improvement. When appropriate, information obtained through this process is used to address areas of concern, to pinpoint areas that need improved and, to strengthen future retention. A portion of the interview specifically focuses on the area of discrimination. This interview is the final effort on the part of the institution to attempt to identify reasons for turnover and work to encourage employee retention in the future.

Employee Data Summary

Full-Time Faculty: Total 197

By Rank and Minority Group

	Tenured Professor	Tenured Associate Professor	Tenured Assistant Professor	Professor	Associate Professor	Assistant Professor	Instructor
Hispanic/Latino	0	0	0	1	2	3	4
Asian	1	0	0	3	7	4	2
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0

Black	0	0	0	0	2	1	2
American Indian/Alaskan Native	0	0	0	2	2	1	4
Two or More Races	0	0	0	0	0	3	7
Totals	1	0	0	6	13	12	19

By Minority Group

Hispanic/Latino	10
Asian	17
Native Hawaiian/Pacific Islander	0
Black	5
American Indian/Alaskan Native	9
Two or More Races	10
Total Minority Faculty:	51

Part-Time Faculty: 134

By Minority Group

Hispanic/Latino	7
Asian	2
Native Hawaiian/Pacific Islander	0
Black	3
American Indian/Alaskan Native	5
Two or More Races	8
Total Minority Adjunct Faculty:	25

Full-Time Staff: Total 289

By Occupational Category and Minority Group

	Archivist, Curators, and Museum Technicians	Librarians and Media Collections Specialist	Library Technician	Student and Academic Affairs and Other Education Services Occupations
Hispanic/Latino	0	0	0	9
Asian	0	0	0	1
Native Hawaiian/Pacific Islander	0	0	0	0
Black	0	0	0	2
American Indian/Alaskan Native	0	0	0	2
Two or More Races	0	0	0	1
Totals:	0	0	0	15

	Management Occupation	Business, Financial Operation	Computer, Engineering, and Science	Community, Social Services, Legal, Arts, Designs, Entertainment, Sports, and Media	Healthcare Practitioners and Technical Occupations
Hispanic/Latino	1	0	1	0	0
Asian	0	1	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Black	3	0	0	2	0
American Indian/Alaskan Native	0	1	0	0	0
Two or More Races	0	1	2	1	0
Totals:	4	3	3	3	0

	Service Occupation	Sales and Related Occupation	Office and Administrative Support	Natural Resources, Construction, and Maintenance	Production, Transportation, and Material Moving
Hispanic/Latino	0	0	1	0	0
Asian	0	0	1	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Black	1	0	4	0	0
American Indian/Alaskan Native	0	0	1	1	0
Two or More Races	0	0	2	1	0
Totals:	1	0	9	2	0

By Minority Group

Hispanic/Latino	12
Asian	3
Native Hawaiian/Pacific Islander	0
Black	12
American Indian/Alaskan Native	5
Two or More Races	12
Total Minority Staff:	44

Total New Hire Faculty: 16

By Rank and Minority Group

	Tenured	Professor	Associate Professor	Assistant Professor	Instructor
Hispanic/Latino	0	0	0	1	0
Asian	0	0	0	1	1
Native Hawaiian/Pacific Islander	0	0	0		0
Black	0	0	0	0	0
American Indian/Alaskan Native	0	0	0	0	0
Two or More Races	0	0	0	0	2
Total Minority Faculty Hire:	0	0	0	2	3

Total New Hire Staff: 53

By Occupational Category and Minority Group

	Research Staff	Public Service Staff	Library and Student and Academic Affairs and other Education Services
Hispanic/Latino	0	0	4
Asian	0	0	0
Native Hawaiian/Pacific Islander	0	0	0
Black	0	0	0
American Indian/Alaskan Native	0	0	0
Two or More Races	0	0	2
Total:	0	0	6

	Management Occupation	Business, Financial Operations	Computer, Engineering, and Science	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	Healthcare Practitioners and Technical Occupation
Hispanic/Latino	0	0	0	0	0
Asian	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Black	0	0	0	0	0
American Indian/Alaskan Native	0	0	0	1	0

Two or More Races	0	0	1	1	0
Total:	0	0	1	2	0

	Service Occupation	Sales and Related	Office and Administrative Support	Natural Resources, Construction, and Maintenance	Production, Transportation, and Material Moving
Hispanic/Latino	0	0	1	0	0
Asian	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Black	0	0	0	0	0
American Indian/Alaskan Native	0	0	0	1	0
Two or More Races	0	0	1	0	0
Total	0	0	2	1	0

By Minority Group

Hispanic/Latino	5
Asian	0
Native Hawaiian/Pacific Islander	0
Black	0
American Indian/Alaskan Native	2
Two or More Races	5
Total Minority Staff New Hire:	12

Summary

Based on the statistics, UAFS is making progress in recruitment and retention of minority employees. As reflected in our Minority Recruitment and Retention Plan, we are committed to continued growth in this area.

Assessment Methods

The Offices of Institutional Research, Admissions, Enrollment Management, and Human

Resources work collaboratively to monitor, assess, and evaluate the effectiveness of all strategies identified in this report. The Office Institutional Research & Strategic Planning works collaboratively with administrators and faculty and staff to ensure departments have timely and appropriate information to support decision-making and identify areas of success or concern in existing programs or activities. These data are also used to identify areas of need.

University of Arkansas at Little Rock

**Minority Recruitment and Retention
Annual Report
June 2024**

Submitted to:
Arkansas Department of Higher Education

**University of Arkansas at Little Rock
Submits the following
Minority Recruitment and Retention Report
in compliance with
ACT 1091 of 1999**

This minority recruitment and retention report was updated to reflect the most recent official data set available for regulatory reporting at UA Little Rock. In the course of preparing the data tables for the 2017 report, the Office of Institutional Research discovered (and reported to ADHE) a data quality issue with the IPEDS generalized race field. This field merges race, ethnicity, and residency fields into one (IPEDS race category) and is used by institutions to quickly derive race information for IPEDS and Official Reporting. Additionally, prior year race totals were updated to reflect official race counts reported to the ADHE after data cleaning associated with the new outcomes-based funding formula. These data quality improvements resulted in a change of race counts for prior academic years included in the report. The data in the student tables differs from data submitted in Minority Recruitment and Retention reports prior to 2017. A data integrity problem was discovered, primarily in the reporting of Hispanic students which caused us to go back and correct all years. The trends are mostly the same, with the exception of the Hispanic student category which has grown more modestly than previously reported.

Questions or comments concerning this document should be directed to:

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TABLE OF CONTENTS

I. INTRODUCTION	4
II. MINORITY STUDENT RECRUITMENT AND RETENTION	4
Overview	4
Minority Student Enrollment	5
First-Time in College Undergraduate Minority Enrollment for Fall 2013-2023	6
Undergraduate Minority Enrollment for Fall 2013-2023	6
Total Undergraduate Minority Enrollment by Academic Year 2012-2022	8
Graduate Student Minority Enrollment for Fall 2014-2023	8
Minority Recruitment and Retention Data	9
Retention	10
Completion Rates for Minority Student Populations	10
Summary of Minority Student Recruitment and Retention	12
Initiatives for Minority Student Recruitment and Retention	12
III. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION	15
Faculty	15
Minority Faculty Retention	17
Minority Staff Retention	18
Initiatives for Minority Faculty/Staff Recruitment and Retention	20
IV. MONITORING	21
V. CONCLUSION	22
VI. APPENDICES	23
APPENDIX A: MINORITY FACULTY BY RANK*	23
APPENDIX B: MINORITY NEW HIRE FACULTY BY APPROPRIATION TITLE*	24
APPENDIX C: MINORITY STAFF BY APPROPRIATION TITLE*	25
APPENDIX D: MINORITY NEW HIRE –STAFF BY APPROPRIATION TITLE*	30

I. INTRODUCTION

The University of Arkansas at Little Rock (UA Little Rock) is committed to the principles of its mission as a public metropolitan university. As presented in UA Little Rock’s Vision Statement, “UA Little Rock is dedicated to improving students’ lives and enhancing our communities. We will be a leading urban and metropolitan university that engages the city, the region and beyond through excellent teaching, research and partnerships” (UALR, 2024). The [Mission](#) of the university upholds the same principles to develop students in terms of intellect, societal awareness and service, as well as the application of knowledge and skills to the benefit of humanity.

As an anchor institution in Little Rock and central Arkansas, UA Little Rock recognizes the important, place-based role of our institution on the community and the local economy. The [Coalition of Urban and Metropolitan Universities \(CUMU\) 21st Century Declaration](#) emphasizes metropolitan universities’ responsibility to strengthen the intellectual, economic, and cultural life of America’s cities through partnerships with local government, community, public school, and civic organizations. This declaration commits universities to, among other points, “focus on the power of university-community engagement to address many of the economic, cultural, racial, social and governance issues of our cities” (CUMU, 2017, p.1).

Building upon these foundational principles, UA Little Rock has adopted institutional policies and procedures, practices, programs, attitudes, and expectations that encourage and facilitate the achievement of educational goals of all students. True to the role of an anchor institution in central Arkansas, UA Little Rock has established various initiatives to promote recruitment and retention of racial/ethnic minority faculty, staff, and students, who are often underrepresented in higher education. The dedication to our students and to our community is clearly exhibited in the [University of Arkansas at Little Rock Five Year Strategic Plan](#), which creates a shared vision of access, experience, attainment, research, and community engagement for the university.

The information provided in this report demonstrates UA Little Rock’s commitment to increasing the overall numbers of minority students, faculty, and staff in accordance with Arkansas Act 1091 of 1999. The university’s initiatives in this area include the development and implementation of innovative retention programs, the use of technology to improve data collection and reporting requirements, mentorship of students and faculty from minoritized populations, and holistic models of student support and retention.

II. MINORITY STUDENT RECRUITMENT AND RETENTION

Overview

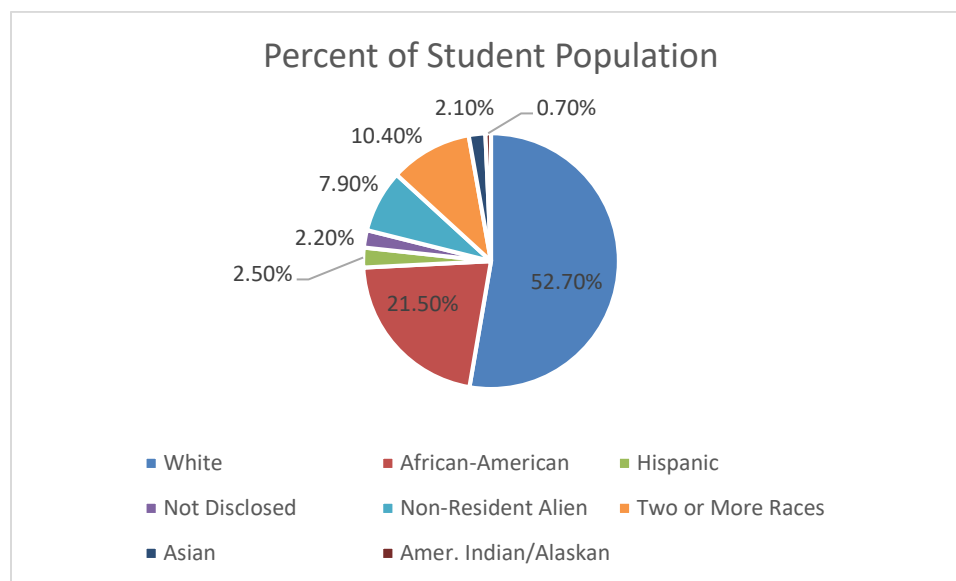
The institutional goals for minority student enrollment are based on the principle that UA Little Rock’s student population should match the diversity of the region that it serves, maintain and support its diverse student body, and also provide programs that will increase a sense of belonging for individuals of various backgrounds (See [UA Little Rock 5-Year Strategic Plan, 2024](#), Goal 2, Academic Affairs Component Goal 1, Objective 2). This includes improved recruitment of faculty and staff of color and from disadvantaged populations, increased support for research and professional development, and increased research and experiential learning

opportunities for students. In order to better reflect the diversity of the student population at UA Little Rock, there is a strong focus on faculty recruitment from minoritized populations, as well as assessment of “diversity hiring initiatives, including [the] impact on learning, retention, and wellbeing” (UA Little Rock 5-Year Strategic Plan, Goal 2, DEIB Component Goal 1, Objectives 1 & 2). These same objectives call for increased efforts to retain a diverse faculty and staff through assessment of barriers to success, development of affinity groups, and increased engagement among diverse populations. Similarly, UA Little Rock plans to increase student retention efforts through culturally responsive learning experiences, diverse co-curricular activities, and mentoring opportunities (UA Little Rock Strategic Plan, Goal 2, DEIB Component Goal 1)

UA Little Rock has historically served a very diverse student population, and this diversity is again seen in the Fall 2023 student body. The three largest population groups are White (52.7%), African American (21.5%), and students reporting two or more races (10.4%), with smaller percentages of Hispanic (2.5%), Asian/Pacific Islander (2.1%), and Native American/Alaskan Native (0.7%) populations represented in the student body.

Fall 2023 enrollment percentages, categorized by race/ethnicity, are seen in the chart below:

Chart 1: Fall 2023 Enrollment by Race/Ethnicity



Minority Student Enrollment

As indicated in Table 1 below, minority student enrollment as a percentage of total students decreased slightly in 2023 to 37.2%, as compared to 38.5% for Fall 2022. According to [2023 U.S. Census](#) estimates, 71.0% of Arkansans are White, non-Hispanic/Latino, meaning that 29% of residents this state are members of a minority population. For Pulaski County, 50.2% of residents are White alone, with 48.8% of residents identifying as a member of a minority population. While the minority student representation at UA Little Rock is lower than in Pulaski County, the student population at this institution is substantially more diverse than the overall

population in the state. This is important to recognize since UA Little Rock serves students from across the state, as well as from surrounding areas and international locations.

Table 1: UA Little Rock Minority Student Enrollment for Fall 2013 through Fall 2023

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
African-American	2,856	2,694	2,687	2,625	2,603	2,408	2,150	2,052	1799	1774	1753
Hispanic	358	351	414	417	407	402	362	281	204	251	205
Amer. Indian/ Alaskan Native	42	45	37	33	34	28	40	53	65	66	53
Asian/Hawaiian/ Pacific Islander	319	269	275	268	228	218	209	205	201	193	175
Two or more races	785	859	988	1,027	988	978	1,019	957	921	871	845
Total Minority	4,360	4,218	4,401	4,370	4,260	4,034	3,780	3,548	3190	3155	3031
Minority as % of Total	35.2%	36.2%	37.0%	37.5%	36.6%	38.4%	39.5%	39.9%	38.5%	38.5%	37.2%
White	7,326	6,784	6,857	6,692	6,639	5,827	5,233	4,839	4556	4443	4301
Non-resident Alien	498	480	481	464	638	573	510	439	456	535	641
Unknown	193	163	152	139	87	81	58	73	93	64	185
Total Students	12,377	11,645	11,891	11,665	11,624	10,515	9,581	8,899	8295	8197	8158

Source: UALR Office of Institutional Research (June, 2024)

First-Time in College Undergraduate Minority Enrollment for Fall 2013-2023

UA Little Rock's first-time undergraduate minority enrollment peaked at 516 students in Fall 2015 and has declined steadily in the years since, mirroring the decline in total enrolled first-time students since Fall 2015. The number of minoritized population first-time freshmen as a percentage of total first-time freshmen peaked at 63% in Fall 2018, falling to 56.6% in Fall 2020 and then to 40.3% of total first-time students in Fall 2023. This continuing decline in minority student enrollment for first time freshman indicates a need for increased focus on recruitment and retention of these student populations. As noted previously, increased enrollment of students from minority populations, along with overall enrollment, is a primary focus of UA Little Rock's 5-year strategic plan. Table 2 (below) shows the full spectrum of undergraduate enrollment of students from minority populations over a ten-year period

Undergraduate Minority Enrollment for Fall 2013-2023

Total undergraduate minority enrollment at UA Little Rock was slightly lower in 2023 than in the previous year by one percentage point; however, it is fairly consistent with enrollment data over the last six years. While enrollment for African American students has increased (up to 1487 from 1471 in 2022), enrollment for other minority populations has decreased from 2022. It is also worth noting that the enrollment numbers of students with unknown/undisclosed race has more than doubled from 2022, which may have an effect on these results. See Table 3 below.

Table 2: UA Little Rock First Time in College Undergraduate Minority Enrollment Fall 2014-2023

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
African-American	209	254	218	215	187	127	105	87	153	122
Hispanic	31	50	59	43	34	21	24	12	25	8
American Indian/ Alaskan Native	16	28	35	17	18	10	5	13	8	2
Asian/Hawaiian/ Pacific Islander	2	2	3	1	3	4	2	15	20	12
Two or more races	122	182	149	142	137	185	156	120	46	48
Total Minority	380	516	464	418	379	347	292	247	252	192
Minority/Total	51.8%	59.4%	57.0%	54.4%	63.1%	59.4%	56.6%	51.4%	45.9%	40.3%
White	333	322	328	313	189	212	201	214	268	261
Non-res/ Alien	21	25	16	34	30	24	21	18	25	20
Unknown	0	5	6	1	3	1	2	2	4	5
Total Students	734	868	814	766	601	584	516	481	549	478

Source: UALR Office of Institutional Research, June 2024

Table 3: Undergraduate & High School Concurrent Enrollment for Fall 2014-2023*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
African-American	2,290	2,295	2,235	2,216	2,038	1,799	1,697	1449	1471	1487
Hispanic	314	364	377	358	341	315	242	177	211	171
Asian	230	236	232	207	188	167	154	54	147	129
Amer. Ind./Alaskan	32	27	27	24	18	27	41	150	59	46
Hawaiian/Pac Islander	0	0	0	0	0	0	0	0	0	2
Two or more races	800	921	944	886	868	933	887	845	784	751
Total Minority	3,666	3,843	3,815	3,691	3,453	3,241	3,021	2675	2672	2586
Minority/Total	39.1%	40.1%	40.7%	39.6%	41.7%	42.6%	43.1%	42.0%	42.8%	41.8%
White	5,360	5,446	5,325	5,303	4,526	4,097	3,739	3454	3375	3390
Non-resident Alien	230	189	163	307	291	249	206	189	163	162
Unknown	128	97	71	23	16	26	38	53	26	56
Total Students	9,384	9,575	9,374	9,324	8,286	7,613	7,004	6371	6236	6194

*Includes Undergraduates (which includes Post-Baccalaureate) & High School Concurrent Students

Source: UALR Office of Institutional Research

Total Undergraduate Minority Enrollment by Academic Year 2012-2022

Table 4 shows unduplicated undergraduate minority enrollment for the entire academic year (as opposed to the fall census snapshot). Note that AY 2023-24 does not account for off-schedule summer 2024, as that data is not yet available, so AY 2022-23 is the most current complete year. Like our total enrollment, undergraduate minority enrollment has decreased since 2017-18. As enrollment numbers begin to rebound at UA Little Rock, efforts will continue to ensure that minority enrollment follows suit.

Table 4: Unduplicated Undergraduate Enrollment for AY 2013-14 through 2023-24*

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-2024 Provisional:*
African-American	2,949	2,893	2,842	2,705	2,642	2,515	2,234	1,950	1921	1915	1795
Hispanic	327	347	375	412	565	485	319	252	236	240	188
Asian/Hawaiian/ Pacific Islander	266	253	251	237	224	233	198	175	203	187	157
Amer. Ind/ Alaskan	39	39	38	31	28	24	40	47	65	69	52
Two or More Races	652	724	824	863	832	863	989	944	1017	962	887
Total	4,233	4,256	4,330	4,248	4,291	4,120	3,780	3,368	3442	3373	3079

Source: UALR Office of Institutional Research

*AY 2022-23 does not account for Off-Schedule Summer 2023. This data is currently not available.

Graduate Student Minority Enrollment for Fall 2014-2023

UA Little Rock's overall graduate student enrollment showed modest growth through Fall 2018, but has declined since that time (Table 5 below). With a graduate enrollment of 445 students, students from minority populations make up a little more than 23% of the overall graduate population at UA Little Rock, including the Law School. This is a decrease from a high of 28% (n=527 minority students enrolled) of graduate students in Fall 2020, when the total number of enrolled graduate students was 1893. The number of enrolled graduate students who identify as two or more races, however, has been steadily increasing since Fall 2020. Generally, though, individual minoritized population categories show leveling or declining enrollment over the time period since 2018. Asian/Pacific Islander students showed increasing enrollments through 2021, but have fallen off a bit since that time. The number of enrolled graduate students who identify as African American has seen a sharp decrease in 2023. Hispanic students, who showed a strong increase in enrollments in 2022, have also dropped off in 2023. The continued decline of African American graduate student enrollments is a concern, as are the fluctuating enrollments of Hispanic students.

Additional data to consider here is that there were 129 graduate students who did not disclose race/ethnicity as well as 479 non-resident graduate students enrolled at UA Little Rock in Fall 2023, so there may be students from minoritized populations who do not appear in this data.

Table 5: Graduate Student Fall Semester Minority Student Enrollment 2014-2023 *

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
African-American	404	392	390	387	370	351	355	350	303	266
Hispanic	37	50	40	49	61	47	39	27	40	34
Asian/Hawaiian/ Pacific Islander	39	39	36	21	30	42	51	51	46	44
Amer. Indian/ Alaskan	13	10	6	10	10	13	12	11	7	7
Two or More Races	59	67	83	102	110	85	70	76	87	94
Total	552	558	555	569	581	538	527	515	483	445
% of Total	24%	24%	24%	25%	26%	24%	28%	27%	25%	23%
Total Grad Students	2261	2316	2291	2300	2229	1966	1893	1924	1961	1964

*Includes Graduate & Law Students. Source: UALR Office of Institutional Research

Minority Recruitment and Retention Data

UA Little Rock records minority student enrollment information for every term of the academic year. It also maintains a cohort database that allows the tracking of retention and graduation rates by any field, including ethnicity. The recruitment and retention data in this report is based on fall enrollment census data, with a few exceptions. Additional minority enrollment data can be found on the website of the UALR Office of Institutional Research via interactive dashboards covering enrollment trends, student body profiles, and other institutional data:

<http://ualr.edu/institutionalresearch>.

Table 6: Minority Students One-Year Retention Rates for Entering Undergraduates*

	Fall 2013 Returned Fall 2014	Fall 2014 Returned Fall 2015	Fall 2015 Returned Fall 2016	Fall 2016 Returned Fall 2017	Fall 2017 Returned Fall 2018	Fall 2018 Returned Fall 2019	Fall 2019 Returned Fall 2020	Fall 2020 Returned Fall 2021	Fall 2021 Returned Fall 2022	Fall 2022 Returned Fall 2023
African-American	65.7%	67.5%	60.4%	66.0%	66.0%	56.5%	70.7%	60.2%	66.2%	63.4%
Hispanic	83.3%	80.6%	78.7%	78.8%	72.5%	61.8%	90.5%	79.2%	81.8%	84.0%
Asian/Hawaiian/ Pacific Islander	87.5%	93.8%	77.8%	82.4%	81.3%	94.1%	90.0%	50.0%	80.0%	80.0%
Amer. Indian/ Alaskan	100.0%	100.0%	100.0%	33.3%	-0	100.0%	100.0%	50.0%	90.9%	37.5%**
Two or More Races	72.8%	76.7%	71.9%	63.0%	69.6%	65.1%	72.1%	65.6%	66.2%	76.1%
Total Minority	70.5%	73.0%	67.4%	67.6%	68.5%	62.3%	73.5%	64.6%	73.3%	67.7%
White	70.2%	70.6%	71.0%	71.6%	64.9%	71.5%	71.4%	64.2%	70.3%	67.5%
Non-Resident Alien	84.8%	66.7%	76.0%	75.0%	76.7%	83.3%	69.6%	63.2%	64.7%	76.0%
Unknown	-	-	60.0%	66.7%	-	50.0%	100.0%	100.0%	100%	25.0%**
Total Students	71.1%	71.7%	68.9%	69.3%	67.4%	66.2%	72.6%	64.6%	71.7%	67.9%

*Includes first-time, full-time undergraduates only; Source: UALR Office of Institutional Research

** Counts are less than 10 students, so there may be large fluctuations in retention percentages

Retention

Minority student one-year retention rates have fluctuated quite a bit over the last 10 years, with the highest level of minority student retention (73.5%) seen in students returning for Fall 2020 and the lowest rate of retention (62.3%) in students returning for Fall 2019 (see Table 6 above). Fall 2023 one-year retention rates (67.7%) fall just below the average one-year retention rate of 68.8% for minority student enrollments. This is slightly higher than the retention rate of White students returning in Fall 2023 (67.7% v 67.5%). While African American student retention decreased from Fall 2022, retention rates for students identifying as Hispanic (84%), Asian (80%), and two or more races (76.1%) increased or stayed the same. The number of students identifying as American Indian /Native Alaskan was less than 10, which may have skewed the retention percentages. Based on this data, UA Little Rock will continue to focus on efforts to maintain student retention numbers, including a focus on enrollments for African American students, who have consistently lower rates of retention than other student populations.

Completion Rates for Minority Student Populations

The six-year graduation rates for first time in college undergraduate students at UA Little Rock increased steadily from 2016 through 2019, dipped in 2020, likely as a result of the Covid19 pandemic, and then began to decrease again in 2022. Interestingly, six-year graduation rates for students from minority populations were at their highest in 2021 (41.6%), decreased to 38.5% in 2022, and have held fairly steady at around 36% since that time. Six-year graduation rates for all first time in college students overall have decreased since 2021. Graduation rates for first time in college students from minority populations who started UA Little Rock in Fall 2017 and graduated in Spring/Summer 2023 are at 36.4% (152 out of 418) as compared to graduation rates of first time in college students overall (37.2%; 285 out of 766).

Six-year graduation rates increased from 2022 to 2023 for all racial groups except for individuals identifying as two or more races and American Indian (0 out of 1 student). For African American students, graduation rates increased from 29.1% in 2022 to 31.2% in 2023. Six-year graduation rates also increased for students who identified as Asian/Pacific Islander (66.7% to 70.6%) and Hispanic (30.4% to 39.5%). The graduation gap between White students and students from minoritized populations narrowed across the last seven years from a 5.2% gap to a 4.0% gap. For 2023, there was a 1 percent difference in graduation rates for these student groups. The graduation gap between White and African-American students increased to 14.8% in 2021, but has narrowed to 6.2% for the cohort graduating in Spring/Summer 2023. UA Little Rock will continue to work to retain and graduate students of color and from disadvantaged populations in order to narrow this graduation gap. See Table 7 below.

Table 7: Six-Year Graduation Rates for First-time in College Undergraduates*

	Fall 2011 - Summer II 2017		Fall 2012 - Summer II 2018		Fall 2013 – Summer II 2019		Fall 2014 - Summer II 2020		Fall 2015 – Summer II 2021		Fall 2016 – Summer II 2022		Fall 2017 – Summer II 2023	
	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%	Grads/ Cohort	%
African-American	69/248	27.8%	69/195	35.4%	67/201	33.3%	67/215	31.2%	65/197	33.0%	68/234	29.1%	67/215	31.2%
Amer. Indian/ Alaskan	0/3	0.0%	0/1	0.0%	1/2	50.0%	0/1	0.0%	1/2	50.0%	2/2	100%	0/1	0.0%
Asian/ Hawaiian/ Pacific Is	11/20	55.0%	14/24	58.3%	11/16	68.8%	12/17	70.6%	11/16	68.8%	18/27	66.7%	12/17	70.6%
Hispanic	12/33	36.4%	16/39	41.0%	13/30	43.3%	17/43	39.5%	13/31	41.9%	14/46	30.4%	17/43	39.5%
Two or More Races	9/34	26.5%	9/34	26.5%	54/139	38.8%	59/114	51.8%	51/120	42.5%	69/166	41.6%	56/142	39.4%
Total Minority	101/338	29.9%	101/338	29.9%	153/398	38.4%	151/363	41.6%	141/366	38.5%	171/475	36.0%	152/418	36.4%
White	147/439	33.5%	9/34	26.5%	54/139	38.8%	59/114	51.8%	51/120	42.5%	69/166	41.6%	117/313	37.4%
Non- Resident Alien	16/28	57.1%	21/38	55.3%	16/33	48.5%	117/313	37.4%	9/21	42.9%	14/25	56.0%	16/34	47.1%
Unknown	19/66	28.8%	1/1	100.0%	-	-	16/34	47.1%	-	-	1/5	20.0%	0/1	0.0%
Total Non- Minority	182/533	34.1%	153/409	37.4%	119/271	43.9%	0/1	0.0%	150/334	44.9%	141/317	44.5%	133/348	38.2%
Total Students	283/871	32.5%	306/807	37.9%	270/634	42.6%	133/348	38.2%	291/700	41.6%	312/792	39.4%	285/766	37.2%

*Includes first-time in college, full-time undergraduates only. This statistic only counts students who started at UALR as first-time, full-time undergraduates and does not take into account transfer students or part-time students who take longer than six years to graduate. For categories with small numbers of first-time, full-time freshman, the differences may not be statistically meaningful. Source: UALR Office of Institutional Research

Summary of Minority Student Recruitment and Retention

UA Little Rock remains a diverse campus and is reflective of the overall Arkansas population. While Fall 2023 minority student enrollment is lower than in 2022 (3155 to 3031), this is reflective of total student enrollment. Enrollment of white students decreased from 4443 to 4301 in this same time period. Minority student enrollment as a percentage of total student enrollment was 37.2% in 2023, not far off from the ten-year average of 37.93%. was the third highest percentage across the last eleven years (38.5%). For first time in college undergraduate students, the percentage of minority enrollment peaked at 63% in Fall 2018, falling to 56.6% in Fall 2020 and then to 40.3% of total first-time students in Fall 2023. Overall undergraduate minority student enrollment has remained fairly steady from Fall 2018, ranging from 41.7% in Fall 2018 to 41.8% in Fall 2023. It is too soon to have final counts of unduplicated undergraduate enrollment for minority students in the current year, but the numbers appear to be in line with the past three years. For graduate students, minority student enrollment has declined steadily since Fall 2018, with a total of 445 (23% of total students) students from minority populations enrolled in Fall 2024. This decrease is largely due to decreases in African-American and Hispanic students, although enrollment numbers for students who identify as two or more races have increased this year. While the percentage of minority students is not far from the 10-year average of 25%, overall graduate enrollments have been trending up since Fall 2021. This highlights an important enrollment challenge to increase overall graduate enrollment for students from minority populations, especially African American students, as well as to build on the current increase in students identifying as two or more races.

Due to small cohort sizes, retention rate comparisons among all ethnic categories are not possible. While the completion rate for all minority students had risen each year from the 2010-2016 cohort to the 2013-2019, reaching 41.6% in 2019, there was a decrease in graduation rates in 2020 and again in 2021; however, these have held steady at 36% for the last two years. It is important to note that the graduation rate of minority students, as a whole, continues to show overall improvement, with an 11% overall increase over the last eight years (29.9% to 36%) for first time in college students, and those completion rates held steady for Fall 2023.

Initiatives for Minority Student Recruitment and Retention

The UA Little Rock [Multicultural Center](#), established in October 2018 and expanded in 2020 with dedicated physical space in the Ottenheimer Library, continues to provide a space in which to engage students in educational, cultural, and social learning. This includes mentorship, intercultural education, and leadership development. The Center is fortunate to have Donaghey Foundation funds to support inclusive programming, training, and staffing to further the mission of the university. The mission of the Multicultural Center is to “support all students by providing culturally-responsive programming and education to promote student success, personal growth, and a culture of respect and inclusion” (p.1). The Multicultural Center aims to create a campus climate of inclusion for all who learn and work at UA Little Rock. The [goals](#) of the Center reflect broad support for students and are as follows:

- GOAL 1: Increase underrepresented student involvement in student success efforts such as leadership development programs and retention initiatives

- GOAL 2: Provide culturally-responsive and relevant programming and services in collaboration with student organizations and other entities on campus and in the community.
- GOAL 3: Create a safe and welcoming culture through dialogue and relationship building by providing a welcoming gathering space for all students.
- GOAL 4: Build, increase, and/or sustain student capital (Cultural, Social, Financial, etc.)
- GOAL 5: Obtain and sustain external funding for the Center (UALR Multicultural Center, 2022, p. 1).

Programming initiatives through the Multicultural Center include a Peer Mentoring program, as well as support for the African American Male, African American Female, and Hispanic/Latin Initiatives. The Peer Mentoring program, which offers both one on one and group support, provided 76 students with peer and/or professional mentors over the last year. In 2023, the Multicultural Center increased their range of programming to include tutoring and advising services, graduation celebrations, mental health and self-care, campus safety, and end-of-year student group celebrations. In addition to an Associate Director, the Multicultural Center has added a Student Success Coach and a Recruiter and Hispanic Student Success Coordinator who works closely with Admissions. Both of these roles directly impact student recruitment and retention.

Under the leadership of the Assistant Vice Chancellor for Student Affairs, the Center includes a number of student-focused initiatives such as Fraternity and Sorority Life, the UA Little Rock Summer Bridge Academy, Dr. Charles W. Donaldson Scholars Academy, and Chancellor's Leadership Corps. Each of these initiatives supports diversity, inclusion, and student retention in some way. These initiatives that specifically support minority recruitment and/or retention are presented in more detail below:

- The [Multicultural Center Initiatives](#) (MC Initiatives) “are designed to empower, support, and assist African American students, Hispanic/Latin students, and students of color in achieving their goal of earning a college degree.” These include the African American Male Initiative (AAMI), the African American Female Initiative (AAFI), and the Hispanic/Latino Initiative (HLI). A fourth program, the Peer Mentorship Program referenced above, connects first time in college, first-year, and transfer students with peer and professional (faculty or staff) mentors who work with students to ease the transition into college. Throughout their first year, student participants seeking peer mentors are partnered with upper class students who have excelled academically and exemplified strong leadership skills.

The MC Initiatives program reflects a holistic approach, providing specialized programming designed to assist students with making the transition to college, understanding the institutional milieu, developing necessary academic skills, and achieving success both inside and outside of the classroom. High expectations, early interventions, and intrusive interactions form the operational base of these multifaceted programs. Through these programs, students participate in numerous relationship-building activities and workshops throughout the year. Students rely on their mentors to answer questions regarding the university and for guidance to resources for academic support.

The Multicultural Center also provides a Transitional Program designed especially for first time in college or transferring freshmen to ease the move from high school to college. Examples of transitional initiatives are detailed below:

- The [UA Little Rock Summer Bridge Academy](#) (SBA) is a residential program aimed at preparing incoming freshmen for college-level work by eliminating the need for them to take developmental math and composition courses, as well as offering them an opportunity to acclimate to campus. Participating students receive personalized instruction in math, reading, writing, and test-taking strategies. SBA students also interact with a team of professional and peer mentors who provide encouragement and support as participants adjust to college life.
- [The Trojan Leadership, Engagement, and Development \(L.E.A.D.\)](#) program is designed to prepare students for leadership in the UA Little Rock community. Through this program students learn the value of self-reflection, learn about different definitions and types of leadership, and gain exposure to leaders in different fields.

UA Little Rock hosts a number of other initiatives and culturally relevant and responsive programs that serve low-income, historically underrepresented, and first-generation students. Examples of these programs include:

- [TRIO Programs: Ronald E. McNair Scholars Program](#) and [Student Support Services \(SSS\)](#) are federally funded programs reporting to the Office of the Provost. The McNair Scholars Program has been on the UA Little Rock campus since 1991. This program is designed to provide educational experiences that will prepare first-generation, low-income students and historically under-represented students of color for graduate study. The program provides skill building seminars, research, faculty mentorship, and graduate school admission assistance. TRIO Student Support Services (SSS) was established at UA Little Rock in 1978 and serves federally eligible UA Little Rock students with a disability, who are low-income, or who are first-generation college students toward completion of their post-secondary education. The program provides a broad range of services and resources, including tutoring, individual counseling/advising, graduate school visits, workshops for college and career success, and information on financial and economic literacy.
- [The First Year Colloquium Course](#) is a graduation requirement for all first time, first year entering freshman and transfer students with fewer than 12 hours completed. The course is designed to help first year college students transition into the university by acclimating students to campus, providing college study strategies, and guiding students through self, major, and career exploration.
- [Student Success Programs](#) are programs for all UA Little Rock students, including minority students, that provide experiences that help develop the skills needed to actively engage as a member of an inclusive community, develop personal competence, agency, resilience, and live a healthy and balanced life during and beyond college. In addition to several of the programs described above, Student Success programs include:
 - ❖ [Learning Commons and Academic Assistance Centers](#) provide a common space in Ottenheimer Library in which students are able to access a variety of supportive services,

including tutoring in a wide range of subjects. Within the space, students can receive tutoring from the Communication Skills Center, Math Assistance Center, University Writing Center, World Languages Center, and Trojan Tutoring (for core courses not served by one of the other centers).

- ❖ Access to Student Success Coaches and Child Care Support is offered through the [Academic Affairs Retention Office \(AARO\)](#). Coaches offer one on one support in a variety of areas many students find challenging, including time management skills, test-taking, reaching out to faculty, and getting involved on campus. Child Care Connections services work with UA Little Rock students to navigate child care decisions, provide additional support to parents of young children, and connect low-income and single parent undergraduate students with grant funding to supplement child care expenses.
- ❖ [The Care Team](#), exists to assist current UA Little Rock students with situations that can potentially disrupt a student's academic progress. The goal is early intervention, coordination of assistance, and connecting students with campus and community resources to maintain academic and social well-being. The Care Team is comprised of student-focused administrators from across campus who review cases of students in need of assistance and then work to coordinate appropriate outreach and follow-up.
- **Student Support Specialists** are licensed social workers available to provide case management and additional support for UA Little Rock students through unexpected and challenging issues that may have a negative effect on academic success. The Student Support Specialists can also assist students who need additional support to apply for emergency funds when financial stress is a primary issue. As of March 2023, there is now a Student Support Specialist housed in each main campus college.
- There are many additional [campus and community resources](#) in place at UA Little Rock that support the health and well-being of students as well as student retention. This includes Counseling Services, Health Services, the Disability Resource Center, and the Career Center.

III. MINORITY FACULTY/STAFF RECRUITMENT AND RETENTION

Faculty

In 2023, with 350 total faculty, the largest minority faculty group was comprised of 52 faculty members who identified as Asian/Pacific Islander, an increase of 7 faculty since 2022 (see Table 8 below). Increases in other minority populations are visible in 2023, with 27 faculty who identify as African American (up from 23), nine faculty who identify as Hispanic (down from 9 in 10 in 2022), and 14 faculty who did not identify their ethnicity. As seen in Table 9, the total number of minority full-time faculty in 2023, excluding those who did not provide information on race/ethnicity, increased by ten as compared to the total number in 2022 (90 v 80). The small numbers of faculty who identify as Native American or two of more races remained steady. In 2023 there were 350 full-time faculty members at UA Little Rock (July 1, 2023 through May 15, 2024) with 90 minority faculty members. This means 26% of UA Little Rock full-time faculty identify as part of a minority group (up from 23% last year). See Appendix A for a listing of minority faculty by rank.

Table 8: UA Little Rock Minority Full-Time Faculty by Ethnic/Racial Category and Rank: 2023

	Chair	Distinguished. Professor	Professor	Assoc. Prof	Asst. Prof	Instructor	Total
African-American	1	0	3	10	9	4	27
Hispanic	0	0	2	4	1	2	9
Asian/Pacific Islander	2	1	16	14	17	2	52
Native American	0	0	0	0	1	0	1
2 or More Races	0	0	0	0	1	0	1
Unknown	0	2	1	3	3	5	14
Total Minority*	3	3	22	31	32	13	104

Source: UALR Department of Human Resources

Table 9: Full-Time Faculty by Ethnic/Racial Category from 2019-2023

	2019	2020	2021	2022	2023
African-American	24	25	24	23	27
Hispanic	11	7	9	10	9
Asian/Pacific Islander	48	45	42	45	52
Native American	1	1	1	1	1
2 or More Races	6	9	6	1	1
Unknown	18	13	13	14	14
Total (Excluding Unknown)	90	87	82	80	90

Source: UALR Department of Human Resources:

For 2023, UA Little Rock again set a goal to recruit/retain a minimum number of full-time minority faculty that is greater than the five-year average percent of minority faculty at the institution. The 5-year averages, presented by race/ethnicity, are shown in the Goals column of Table 10 below. The status column shows the difference in the percentage of minority faculty as compared to those five-year averages. For 2023, UA Little Rock exceeded by 2.2% the overall goal of 23.54% of faculty identifying as a member of a minoritized population. The number of faculty in all minority faculty populations either exceeded or met the target goals with the exception of faculty identifying as two or more races (-1.3% less than goal). The percentage of African American faculty exceeded the set goal of 6.58% by a percentage point, and the percentage of Asian/Pacific Islanders exceeded the goal by 2.4%. The percentage of Hispanic and Native American faculty met the set goals. While UA Little Rock achieved the stated goals overall for 2023, the institution needs to set goals that will contribute to building a faculty that will more closely mirror our student population overall. The five-year strategic plan will provide guidance and goals for recruiting, retaining, and increasing a sense of belonging for minority faculty. See Appendix B for a listing of all minority faculty hires by appropriated titles.

Table 10: UALR Minority Faculty as Percentage of All Full-Time Faculty with 2023 Goals

	2019	2020	2021	2022	2023	Goal	Status
African-American	6.6%	6.9%	6.6%	6.6%	7.7%	6.58%	1.1%
Hispanic	3.0%	1.9%	2.5%	2.9%	2.6%	2.62%	0.0%
Asian/Pacific Islander	13.2%	12.5%	11.6%	12.9%	14.9%	12.50%	2.4%
Native American	0.3%	0.3%	0.3%	0.3%	0.3%	0.30%	0.0%
2 or More Races	1.7%	2.5%	1.7%	0.3%	0.3%	1.54%	-1.3%
Total Percentage	24.8%	24.2%	22.7%	23.0%	25.7%	23.54%	2.2%

Source: UALR Department of Human Resources. *There are 350 full time faculty members from July 1, 2023 – report run date of May 15, 2024.

As seen in Table 11, there were fourteen new minority faculty hires in 2023, an improvement over 2022 with nine minority faculty hires (excluding the “unknown” category). Of these new faculty, six identified as African-American and eight identified as Asian/Pacific Islander.

Table 11: New Faculty Minority Hires 2019 to 2023

	2019	2020	2021	2022	2023
African-American	1	4	1	3	6
Hispanic	1	1	0	1	0
Asian/Pacific Islander	1	0	3	4	8
Native American	1	0	0	0	0
2 or More Races	0	0	0	1	0
Unknown	0	0	4	0	0
Total	4	5	8	9	14

Source: UALR Department of Human Resources

Minority Faculty Retention

To date, UA Little Rock has not tracked minority faculty retention in a systematic way and this will need to become a stronger part of our employee tracking in the future. Based on the data presented in Table 11, the five-year average of new minority faculty hired is 8 per year, so fourteen minority hires in 2023 is a strong improvement. There has been an increase in the number of faculty from minority populations hired each year since 2019, so UA Little Rock should continue to build on this positive trajectory. Ideally, this would result in an increasing number of minority faculty at UA Little Rock, particularly with a greater than average number of minority faculty hires in 2023. At 90, the number of faculty who identify as a member of a minority population has returned to 2019 levels, following several years of decreasing minority faculty hires. The 2023 data also shows that the number of minority faculty as a percentage of total faculty is at its highest level in 5 years (25.7%).

Summary of Minority Faculty Recruitment and Retention

While the total number of minority-identified faculty members has fluctuated over the last five years, ranging from a high of 90 in 2019 to a low of 80 in 2022, 2023 saw a return to 2019 levels. UA Little Rock saw a great number of retirements and faculty vacancies over the last two years. If the number of new faculty hired from minoritized populations continues to grow, we should expect to see an increase in minority faculty numbers overall. This suggests that recruitment of minority faculty is improving, but to maintain this growth, retention of minority faculty must continue be a priority in the coming years. In alignment with the new strategic plan, UA Little Rock will need innovative approaches to hiring and retaining faculty, particularly those from minoritized populations.

The UA Little Rock [Faculty Mentoring Program](#) is one initiative that supports new faculty in navigating the university and in identifying resources and additional supports for faculty development. Informal assessment of the program after its first several years shows strong support by both mentors and protégés who participated in the program. Recruitment and retention of faculty and staff of color and from underserved groups is also included in the [UA Little Rock 5-Year Strategic Plan](#) under the Academic Affairs Component Goal 1: *Promote a culture that fosters thoughtful and transparent communication, inclusiveness, and respect for others* (Objective 2; Strategy 1) which aligns with the Institutional Experience Goal. Objective 2 is presented as enhancing a “sense of belonging among people of various backgrounds, identities, perspectives, and skills.”

Minority Staff Retention

Tables 12 and 13 below show the total numbers of full-time staff at UA Little Rock over a 5-year period from 2019 to 2023. In 2023, there were 822 total staff at UA Little Rock as shown in Table 12 below. Of that number, 322 (up from 316 in 2022), or 39%, were members of minoritized populations (excluding the unknown category). As in previous years, African American staff made up the largest percentage of this population with 252 staff members (30,6% of total staff), followed by Hispanic staff members (33, 4% of total staff), and Asian/Pacific Islander staff members (19; 2% of total staff).

Table 13 shows that the total number of minority staff members at UA Little Rock fluctuated over the previous five years, decreasing significantly in 2021, then returning to 2019 levels. This is indicative of the ability to begin to fill staff positions, some of which have been vacant for some time. The university has also been able to restructure staff positions, following the broader academic restructuring, to increase efficiencies and begin to reinvest in growing areas of campus.

See Appendix C for numbers of minority staff by appropriated titles.

Table 12: Full-Time Staff by Ethnic/Racial Category and EEO Position Category: 2023

	African-American	Hispanic	Asian/ Pacific Islander	Native American	White	2 or More Races	Unknown	Total
Exec/Admin/ Managerial	24	1	5	1	69	0	0	100
Faculty/ Librarian	2	0	0	0	10	0	2	14
Professional	159	29	8	1	319	12	7	535
Clerical/ Secretarial	13	0	1	0	13	0	2	29
Technical/ Para- professional	21	3	5	0	56	3	0	88
Skilled Crafts	3	0	0	0	10	0	0	13
Service/ Maintenance	30	0	0	0	12	1	0	43
TOTAL	252	33	19	2	489	16	11	822

Source: UALR Department of Human Resources

Table 13: Full-Time Staff by Ethnic/Racial Category from 2019 to 2023

	2019	2020	2021	2022	2023
African-American	262	251	199	255	252
Hispanic	28	12	17	28	33
Asian/Pacific Islander	13	14	11	19	19
Native American	1	2	2	5	2
2 or More Races	30	46	28	9	16
Unknown	7	8	6	12	11
Total (Excluding Unknown)	334	325	257	328	333

Source: UALR Department of Human Resources

Table 14 shows that in 2021 the number of minority staff hires increased by 23 from 2020, likely due to a combination of due to hiring freezes and effects of the pandemic in 2020. In 2023, the number of new hires for staff from minoritized populations was 50, excluding staff who did not disclose race/ethnicity, an increase of 7 from the previous year. Of this number, 33 (66%) of the new staff hired were African American, 9 were Hispanic, and 7 identified as two or more races. There was a slight decrease in staff who identified as Asian/Pacific Islander and there were no new hires of persons who identified as Native American.

See Appendix D for numbers of minority staff hired in 2023 by appropriated state titles.

Table 14: New Minority Staff Hires from 2019 to 2022

	2019	2020	2021	2022	2023
African-American	46	21	41	30	33
Hispanic	11	0	6	8	9
Asian/Pacific Islander	2	3	5	3	1
Native American	1	1	0	0	0
2 or More Races	2	6	2	2	7
Unknown	2	4	4	2	1
Total	64	35	58	45	51

Source: UALR Department of Human Resources

Initiatives for Minority Faculty/Staff Recruitment and Retention

The UA Little Rock administration, in collaboration with the Diversity Council, academic departments, and the Department of Human Resources, is working to improve recruitment efforts to hire more minority faculty and staff. The Office of Human Resources has implemented a new applicant tracking system in the last several years that greatly assists the institution in tracking minority applicants and hires. This office has been proactive in assisting hiring units with minority recruitment efforts and EEO compliance, including available training opportunities for search committees. Some of the most recent UA Little Rock efforts to increase minority faculty and faculty retention include:

1. Under the Institutional Goal of Experience in the 2024 Five-Year Strategic Plan for UA Little Rock, DEIB Component Goal 1 states that UA Little Rock will “Broaden the diversity of faculty and staff to ensure that the learning environment supports a diverse student body and offers a full range of learning opportunities.” Objectives 1 and 2 under this plan both aim to strengthen and refine efforts to recruit and retain faculty and staff from diverse backgrounds.
2. As noted previously, the UA Little Rock strategic plan provides goals and context for increasing the faculty, student, and staff experience and sense of belonging on campus among people of various backgrounds, identities, perspectives, and skills. Academic Affairs Component Goal 1 under Experience is to: *Promote a culture that fosters thoughtful and transparent communication, inclusiveness, and respect for others* (Objective 2; Strategy 1). In support of the strategic plan and the diversity of the student body, Academic Affairs will build on these institutional priorities with a focus on recruitment of faculty and staff persons of color and from underserved groups to better reflect our student population.
3. The Chancellor’s DEI Fellow, who is responsible for coordinating and supporting all diversity, equity, inclusion, and belonging initiatives on campus, has instituted a number of initiatives to support students and faculty across campus. This includes [History and Heritage Month](#) statements, speakers on a variety of topics, celebrations such as Juneteenth, and broad scale support for student and faculty initiatives. This role also advises the Chancellor and Chancellor’s Cabinet on diversity and inclusion matters and is a member of the Chancellor’s Cabinet and the Chancellor’s Race and Ethnicity Advisory Committee.

4. While the Faculty Salary Study conducted in 2021 and 2022 did not show evidence of systemic salary discrimination on the basis of race and ethnicity at UA Little Rock, the study results were utilized to provide market salary adjustments to ensure equity within academic units based on rank. A similar salary study for staff is currently underway with the Office of Human Resources taking lead.
5. In both Academic and Student Affairs, there has been a concentrated effort to reclass staff positions, particularly administrative assistant roles, to better represent the work that has been undertaken with the consolidation of academic units. This has resulted in more accurate job descriptions, recognition of greater efficiencies, and appropriate salary adjustments for some of our lowest paid staff positions.
6. In the 2023-24 academic year, there were a number of opportunities to participate in events that contribute to diversity efforts on campus. The goal of these efforts is to “help support existing efforts to recruit and retain faculty, staff, and students” and to provide resources that will ultimately enrich their experiences at the university. Overall, efforts from the Chancellor’s Fellow for Diversity, Equity, and Inclusion, the Diversity Council, and the Racial Barriers Committee are in place to help create and sustain a welcoming, inclusive campus experience for all.
7. The UA Little Rock Diversity Council’s charge includes:
 - a. Develop strategies to strengthen faculty, staff, and student support and retention;
 - b. Examine the campus climate with a broad definition of diversity, including, but not limited to, race/ethnicity, gender, ability, sexual orientation, economic status, and/or religious and spiritual practices;
 - c. Comment on policy related issues including ways in which current policy strengthens or detracts from the diversity of the composition of the faculty, staff, and student body;
 - d. Present recommendations to the Chancellor that include strategies, individuals responsible for specific actions, timelines for implementation, and measurable outcomes that reflect continuous improvement of campus climate and diversity ([Diversity Council Charter, 2021](#), p. 1).
8. The UA Little Rock Faculty Mentoring Program is designed to help new university faculty successfully navigate their overall development and was expanded this year to support the development of not only tenure-track faculty, but also non-tenure track and visiting faculty.

IV. MONITORING

The Office of Institutional Research and the Office of Human Resources will continue to provide the institution with data to inform decision-making about achieving institutional goals related to recruitment and retention of a diverse population of faculty, staff, and students. The Department of Human Resources provides enhanced monitoring and support of recruitment efforts via the electronic applicant tracking system and improved monitoring of the recruitment process.

V. CONCLUSION

In order to support the various initiatives as presented in this report, we estimate that the University spends approximately \$850,000 annually. This includes funding from a Student Services Retention gift to fund student resources ranging from academic coaches, student support specialists, the Academic Affairs Retention Office, etc. The Donaghey Foundation funds the Multicultural Center with an annual budget of \$202,500.

Assessment of the effectiveness of the plan for minority recruitment and retention will be through the tracking and reporting of minority faculty and staff hires, as well as minority student enrollment, to determine if progress is being made in the recruitment and retention of a diverse faculty, staff and student body. Institutional goals included in the UA Little Rock 5-Year Strategic Plan also has measurable strategies and objectives that will improve the assessment of recruiting and retention initiatives. A statement of these goals, corresponding data, and evaluation measures will be offered annually. This will provide an overview of the current status and annual changes in the numbers of faculty, staff, and students at UA Little Rock who are from minoritized populations. Recognizable increases in those areas will provide indication that established initiatives and recruitment processes outlined in the plan are working as designed.

VI. APPENDICES

APPENDIX A: MINORITY FACULTY BY RANK*

Position Title	African American	Asian/ Pacific Islander	Hispanic	Native American	Two or More Races	Unknown	Grand Total
Assistant Professor - 12 month	3	0	0	0	0	0	3
Assistant Professor - 9 month	6	17	1	1	1	3	29
Associate Professor - 12 month	1	0	0	0	0	0	1
Associate Professor - 9 month	9	14	4	0	0	3	30
Department Chairperson - 12 month	1	2	0	0	0	0	3
Distinguished Professor - 9 month	0	1	0	0	0	2	3
Instructor - 12 month	1	0	0	0	0	1	2
Instructor - 9 month	3	2	2	0	0	4	11
Professor - 12 month	0	0	0	0	0	0	0
Professor - 9 month	3	16	2	0	0	1	22
Total	27	52	9	1	1	14	104

* Source: UALR Department of Human Resources: Due to hires and separations, numbers reflected in this table may vary from the figures in Table 8.

APPENDIX B: MINORITY NEW HIRE FACULTY BY APPROPRIATION TITLE*

Position Title	African-American	Hispanic	Asian/ Pacific Islander	Native American	2 or More Races	Unknown	Total
Assistant Professor - 12 MONTH	1	0	0	0	0	0	1
Assistant Professor - 9 MONTH	2	7	0	0	0	0	9
Associate Professor - 12 MONTH	0	0	0	0	0	0	0
Associate Professor - 9 MONTH	1	0	0	0	0	0	1
Professor - 12 MONTH	0	0	0	0	0	0	0
Professor - 9 MONTH	0	0	0	0	0	0	0
Instructor - 12 MONTH	0	0	0	0	0	0	0
Instructor - 9 MONTH	2	0	0	0	0	0	2
Department Chairperson - 12 MONTH	0	0	0	0	0	0	0
Distinguished Professor - 9 MONTH	0	1	0	0	0	0	1
Grand Total	6	8	0	0	0	0	14

* Source: UALR Department of Human Resources: Due to hires and separations, numbers reflected in this table may vary from the figures in Table 11.

APPENDIX C: MINORITY STAFF BY APPROPRIATION TITLE*

Position Title	African American	Asian/Pacific Islander	Hispanic	Native American	Two or more races	Unknown	Grand Total
Academic Counselor	1	0	0	0	0	0	1
Academic Advisor	1	0	0	0	0	0	1
Academic Counselor	0	0	1	0	0	0	1
Administrative Analyst	2	0	0	0	2	1	5
Administrative Operations Manager	1	0	0	0	0	0	1
Administrative Specialist I	0	0	0	0	0	1	1
Administrative Specialist III	11	0	0	0	0	1	12
Admissions Counselor	1	0	0	0	1	0	2
Admissions Counselor- Processor	1	0	0	0	1	0	2
Admissions Counselor- Recruiter	1	0	0	0	0	0	1
Assistant Athletic Trainer/WBB	1	0	0	0	0	0	1
Assistant Coach	1	0	2	0	0	0	3
Assistant Dean	1	0	0	0	0	0	1
Assistant Dean for Admissions & Enrollment Management	0	0	1	0	0	0	1
Assistant Director	1	0	0	0	0	0	1
Assistant Director of Finance	1	0	0	0	0	0	1
Assistant Director of Financial Aid and Scholarships	1	0	0	0	0	0	1
Assistant Director of Fraternity and Sorority Life	1	0	0	0	0	0	1
Assistant Men's Basketball Coach	2	0	0	0	0	0	2
Assistant Research/Extension Specialist	1	2	1	0	1	0	5
Assistant to the Associate Dean of Academic Affairs	1	0	0	0	0	0	1
Assistant Track and Field Coach	1	0	0	0	0	0	1
Assistant Vice Chancellor of Student Affairs	1	0	0	0	0	0	1
Assistant Women's Basketball Coach	1	0	0	0	0	0	1
Associate Dean	0	2	0	0	0	0	2
Associate Director - Employee Relations/Training and Development/Senior Deputy Title IX Coordinator	1	0	0	0	0	0	1

Associate Research/Extension Specialist	0	1	0	0	0	0	1
Associate Vice Chancellor	3	0	0	0	0	0	3
Asst Dir Student Union	1	0	0	0	0	0	1
Asst. Dir. of Aquatics & Fitness	1	0	0	0	0	0	1
Business Informatics Specialist	1	0	0	0	0	0	1
Buyer	0	0	1	0	0	0	1
Career Services Program Coordinator	1	0	0	0	0	0	1
Chief of Staff	1	0	0	0	0	0	1
Child Welfare Trainer	1	0	0	0	0	0	1
Collection Specialist	0	0	1	0	0	0	1
Collections Management Specialist	1	0	0	0	0	0	1
Computer Support Specialist (Non-Exempt)	3	0	0	0	0	0	3
Computer Systems Mgr.	1	0	0	0	0	0	1
Coordinating Assistant for the School of Literary and Performing Arts	1	0	0	0	0	0	1
Dallas/Fort Worth Regional Admissions Counselor	1	0	0	0	0	0	1
Demographer	1	0	0	0	0	0	1
Development/Advancement Director	2	0	0	0	0	0	2
Dir. of Community Partnerships	1	0	0	0	0	0	1
Director of Annual Giving	1	0	0	0	0	0	1
Director of Business Management	1	0	0	0	0	0	1
Director of Career Services	1	0	0	0	0	0	1
Director of Communications and Public Relations	1	0	0	0	0	0	1
Director of Concurrent and Consortial Programs	1	0	0	0	0	0	1
Director of Counseling Services	0	1	0	0	0	0	1
Director of Distance Learning	1	0	0	0	0	0	1
Director Of Extended Education	1	0	0	0	0	0	1
Director of Finance	2	0	0	1	0	0	3
Director of Graduate Admissions	1	0	0	0	0	0	1
Director of HCM and HR Business Partners	1	0	0	0	0	0	1

Director of Information Technology	1	0	0	0	0	0	1
Director of Intercollegiate Athletics	0	0	1	0	0	0	1
Director of PEAW	1	0	0	0	0	0	1
Director of Student Accounts	1	0	0	0	0	0	1
Director of Student Activities	1	0	0	0	0	0	1
Director of University Police	1	0	0	0	0	0	1
Education Specialist	1	0	0	0	0	0	1
Enterprise Web Developer	1	0	0	0	0	0	1
ERP Business Analysts - Developer	1	0	0	0	0	0	1
Executive Assistant to the Chancellor	1	0	0	0	0	0	1
Expense Specialist	1	0	0	0	0	0	1
Extension Assistant	0	0	0	0	1	0	1
Finance Manager	1	0	0	0	0	0	1
Financial Aid Advisor	1	0	0	0	0	0	1
Financial Aid Systems Manager	1	0	0	0	0	0	1
Financial Aid Technical Assistant	1	0	0	0	0	0	1
Fiscal Support Analyst	1	0	0	0	0	0	1
Fiscal Support Specialist	1	0	0	0	0	0	1
Grant Requirements Manager	1	0	0	0	0	0	1
Grants and Contracts Accounting Specialist	1	0	0	0	0	0	1
HE Public Safety Commander I	1	0	0	0	0	0	1
HE Public Safety Dispatcher	1	0	0	0	0	0	1
HE Public Safety Officer	1	0	0	0	0	0	1
HE Public Safety Supervisor	2	0	0	0	0	0	2
Head Basketball Coach	1	0	0	0	0	0	1
HEI Program Coordinator (Non-Exempt)	3	1	0	0	1	0	5
Housing Development Manager	1	0	0	0	0	0	1
HR Administrative Assistant	1	0	0	0	0	0	1
HR Associate Director	1	0	0	0	0	0	1
HR Business Partner	3	0	0	0	0	0	3
HR Solution Center Analyst	1	0	0	0	0	0	1
HR Specialist - Benefits	0	0	0	0	1	0	1
Human Resources Programmer Analyst	0	1	0	0	0	0	1
Institutional Assistant	1	0	0	0	0	0	1

Institutional Assistant (Exempt)	36	0	8	0	3	2	49
Institutional Services Assistant	26	0	0	0	0	0	26
Institutional Services Supervisor	2	0	0	0	0	0	2
IT System Administrator (Multi-discipline)	0	1	0	0	0	0	1
Librarian	2	0	0	0	0	0	2
Library Technician	1	0	0	0	0	0	1
Logistics Manager	1	0	0	0	0	0	1
Mail Services Assistant	0	1	0	0	0	0	1
Maintenance Assistant	1	0	0	0	1	0	2
Memphis Regional Admissions Counselor	1	0	0	0	0	0	1
Navigator Specialist	0	0	1	0	0	0	1
Operations Coordinator	1	0	0	0	0	0	1
Outreach & Media Coordinator	1	0	0	0	0	0	1
P10011557 Career Specialist	1	0	0	0	0	0	1
Payroll Analyst	1	0	0	0	0	0	1
PEAW Assistant Director	1	0	0	0	0	0	1
Post Doctoral Fellow	0	1	0	0	0	0	1
Program Coordinator	0	0	1	0	0	0	1
Program Specialist	1	0	0	0	0	0	1
Project Coordinator	2	0	0	0	0	0	2
Project/Program Director	4	0	0	0	0	0	4
Project/Program Manager (Exempt)	1	0	1	0	0	0	2
Project/Program Specialist	5	0	2	0	0	0	7
Public Safety Officer	6	1	1	0	0	0	8
Recruiter and Student Success Coordinator	0	0	1	0	0	0	1
Registered Nurse Practitioner	1	0	0	0	0	0	1
Research Associate	13	3	0	0	1	0	17
Research/Extension Specialist	0	0	0	0	0	2	2
Residential Life Coordinator	1	0	0	0	0	0	1
Senior HR Business Partner	1	0	0	0	0	0	1
Senior Research Assistant	10	1	1	1	0	1	14
Senior Research Assistant Department Technician	0	0	1	0	0	0	1
Skilled Tradesman	3	0	0	0	0	0	3
Social Media Coordinator/Videographer	1	0	0	0	0	0	1
SSS Success Coordinator	0	1	0	0	0	0	1

Student Development Specialist	24	0	7	0	0	3	34
Student Development Specialist/Assistant Director	1	0	0	0	0	0	1
Student Development Specialist/Coordinator	1	0	0	0	0	0	1
Subaward Specialist	0	0	0	0	1	0	1
Success Coach for Student Affairs Diversity Initiatives	0	0	0	0	1	0	1
System Programmer/Web Developer	0	2	1	0	0	0	3
Transfer Specialist	1	0	0	0	0	0	1
Trio Project/Program Specialist	0	0	0	0	1	0	1
Web Content Specialist	1	0	0	0	0	0	1
Women's Basketball Operations Manager	1	0	0	0	0	0	1
Total	252	19	33	2	16	11	333

* Source: UALR Department of Human Resources: Due to hires and separations, numbers reflected in this table may vary from the figures in Table 13.

APPENDIX D: MINORITY NEW HIRE –STAFF BY APPROPRIATION TITLE*

Position Title	African American	Asian/ Pacific Islander	Hispanic	Two or More Races	Unknown	Grand Total
Administrative Analyst	0	0	0	1	0	1
Administrative Specialist III	2	0	0	0	0	2
Admissions Counselor-Processor	0	0	0	1	0	1
Assistant Athletic Trainer/WBB	1	0	0	0	0	1
Assistant Research/Extension Specialist	0	1	0	0	0	1
Collection Specialist	0	0	1	0	0	1
Computer Systems Mgr.	1	0	0	0	0	1
Coordinating Assistant for the School of Literary and Performing Arts	1	0	0	0	0	1
Demographer	1	0	0	0	0	1
Director of Intercollegiate Athletics	0	0	1	0	0	1
Education Specialist	1	0	0	0	0	1
Financial Aid Advisor	1	0	0	0	0	1
HEI Program Coordinator (Non-Exempt)	0	0	0	1	0	1
HR Administrative Assistant	1	0	0	0	0	1
HR Specialist - Benefits	0	0	0	1	0	1
Institutional Assistant (Exempt)	5	0	2	1	0	8
Institutional Services Assistant	3	0	0	0	0	3
Maintenance Assistant	0	0	0	1	0	1
Program Coordinator	0	0	1	0	0	1
Project/Program Director	1	0	0	0	0	1
Public Safety Officer	5	0	1	0	0	6
Recruiter and Student Success Coordinator	0	0	1	0	0	1
Registered Nurse Practitioner	1	0	0	0	0	1
Research Associate	2	0	0	0	0	2
Social Media Coordinator/Videographer	1	0	0	0	0	1
Student Development Specialist	4	0	2	0	1	7
Success Coach for Student Affairs Diversity Initiatives	0	0	0	1	0	1
Transfer Specialist	1	0	0	0	0	1

Women's Basketball Operations Manager	1	0	0	0	0	1
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* Due to timing of when reports were run, information in this table may vary slightly from Table 14.

**UNIVERSITY OF ARKANSAS FOR
MEDICAL SCIENCES**

Minority Recruitment and Retention Report

ANNUAL REPORT

2023-24

University of Arkansas for Medical Sciences (UAMS)

Recruitment and Retention of African Americans,

Other Minorities and Females

Annual Report 2023-24

Table of Contents

About UAMS	3
UAMS: A Commitment to Diversity	3
Student Diversity Metrics	7
Workforce Diversity Metrics	9
Division of Academic Pathways and Workforce Partnerships	13
College Recruitment and Retention Efforts	27
UAMS Strategic Plan	31

About UAMS

The University of Arkansas for Medical Sciences was founded in 1879 by eight physicians. Today UAMS is the state's only health sciences university, part of a statewide network of post-secondary education institutions of the University of Arkansas System governed by a 10-member Board of Trustees. UAMS recently implemented a new strategic plan called Vision 2029 along with a new Vision. New strategic objectives build on achievements from the previous Vision 2020 plan, which led UAMS to create an integrated, patient- and family-centered clinical enterprise; focus on educating culturally competent health professionals equipped to practice team-care; and continue to develop and expand nationally recognized research programs that advanced scientific and public health knowledge.

Our Mission

The mission of UAMS is to improve the health, health care and well-being of Arkansans and of others in the region, nation and the world by:

- Educating current and future health professionals and the public;
- Providing high-quality, innovative, patient- and family – centered health care and also providing specialty expertise not routinely available in community settings; and
- Advancing knowledge in areas of human health and disease and translating and accelerating discoveries into health improvements.

Our Vision

By 2029, UAMS will lead Arkansas to be the healthiest state in the region through its synergies of education, clinical care, research and purposeful leadership.

Our Core Values

Integrity, Respect, Diversity and Health Equity, Teamwork, Creativity, Excellence, and Safety.

UAMS: A Commitment to Diversity

UAMS' mission clearly articulates that its scope of responsibility extends to "all Arkansans and to others in the region, nation and the world," and establishes parameters that include minority and diverse populations. The university pursues its mission of diversity and multiculturalism by focusing on two of its core values:

- Diversity and Health Equity: "UAMS is committed to the importance of the diversity of UAMS leadership, faculty, staff and learners in order to enhance the education of our learners, to reduce racial and ethnic health disparities in our state, and honor the unique contributions provided by a diversity of values, beliefs, and cultures."

- Respect: “UAMS embraces a culture of professionalism with respect for the dignity of all persons.”

The university has put the leadership, organizational structure, resources and policy framework in place to take its values toward diversity and institutionalize them into ongoing programs and activities that are integrated into the fabric of university life. These measures recognize special issues attendant upon minority, underrepresented and vulnerable populations, and provide the means to implement initiatives to both spur improvements and address deficiencies. Institutional policies are in place to clearly express the university’s commitment to diversity and against discrimination. The UAMS Anti-Discrimination Policy explicitly forbids any form of racism, bigotry or discrimination in hiring, among its employees or agents, or in its programs. An academic policy dealing with student anti-discrimination was approved in 2014 to mirror these values by prohibiting discrimination in its educational programs. It is the firm belief of UAMS that each individual has dignity and worth and this belief is evident in all areas of the mission documents. In striving to meet each component of the mission statement, UAMS examines aspects of the population with a focus on nondiscrimination and equal opportunity in all areas of service.

The Affirmative Action Policy addresses university procedures designed to recruit, employ, promote, admit and graduate individuals who have historically been excluded or have been recipients of discrimination based on race, color, age, disability, national origin, religion or gender. The employment of foreign nationals and aliens is addressed in the UAMS Administrative Guide to insure these individuals meet the guidelines of the Immigration and Nationality Act and the Immigration and Naturalization Service Act. UAMS policy asserts its commitment to upholding the Americans with Disabilities Act (ADA) for all employees, students, programs and services. The Grievance Procedure for Students Alleging Discrimination assures a transparent review and redress of possible discrimination that students could experience at any point in their student career, including allegations that violate the UAMS Title IX Policy.

The UAMS Basic Code of Conduct establishes guidelines for all employees with respect to diversity and inclusiveness. The university articulates that diversity awareness and cross-cultural communications are institutional goals and provides resources, training opportunities and guidance on how employees are expected to implement these principles into their daily work lives. These principles and practices ensure an atmosphere that provides opportunity for the talent of all to be recognized, cultivated and promoted.

UAMS demonstrates its commitment to a diverse society with a number of offices, committees and initiatives. The Division of Academic Pathways and Workforce Partnerships (APWP) works to create and strengthen academic pathways and develop strategic workforce partnerships across the state that broaden access to UAMS’ academic programs and increase the health care workforce. Additional information regarding the APWP outreach programs is included on pages 15-28.

Our intentional planning and efforts in this area has resulted in UAMS being ranked fourth nationally on an annual list of Best Employers for Diversity created by *Forbes* magazine in 2022. The rankings are based on independent surveys of more than 50,000 people in workplaces of more than 1,000 employees. They include

both direct and indirect recommendations and consider both diversity in executive leadership and institutional efforts to promote diversity in the workplace.

Community

UAMS demonstrates its commitment to a multicultural society in a variety of ways. A handful of examples are described below.

- The UAMS' 12th Street Health & Wellness Clinic supports an underserved community near the university's main campus. The clinic serves as both a site for students to participate in service learning events and as an interprofessional education experience where students from a variety of programs and disciplines participate together in providing treatment and in education activities.
- UAMS has developed a special outreach program to attend to the health and wellness of Arkansas' Marshallese Island population, the largest Marshallese population on U.S. soil. The project began in 2013 with a \$2.1 million grant to study health disparities in the northwest Arkansas region. That led to a \$3 million grant from the CDC to further focus on health disparities specific to both the Hispanic and Marshallese communities in northwest Arkansas. At the North Street Clinic on UAMS' Northwest Regional Campus, students lead a chronic disease management program for the Marshallese population, which experiences a high incidence of Type 2 diabetes and related conditions. As with the 12th Street Clinic, the North Street Clinic provides an interprofessional setting and experience for students from various disciplines.

Women's Faculty Development Caucus (WFDC)

The Women's Caucus was founded in 1989 as a professional development and mentoring program to help women advance their careers and assume leadership positions. The professional development efforts have resulted in an expanding organization that addresses the needs of all UAMS faculty members. The WFDC provides leadership training, mentoring/advising, faculty development, and networking opportunities. The Caucus Committees, led by rotating chairs and co-chairs, are pathways to leadership and provide the energy and effort behind WFDC activities.

WFDC Mission Statement

The mission is to inspire, encourage and enable women health providers and scientists to realize their professional and personal potential and goals.

The members of the Women's Faculty Development Caucus share a common commitment and vision for professional development, and they collaborate on services and activities that have helped countless faculty members achieve their goals.

Recent Accomplishments

The Research Committee hosts several activities during the academic year to support women scientists at UAMS. The committee coordinates panel discussions and hosts luncheons that foster discussions and mentoring opportunities between Faculty members, graduate students and postdoctoral fellows. The committee organizes a Women in Science poster showcase every other year and a speed collaborating event on opposite years.

The Mentoring Committee organizes peer mentoring groups for advanced-rank faculty and group mentoring for junior career faculty. The committee also coordinates a workshop series for junior faculty entitled Junior Faculty P&T Prep: Documenting Your Efforts in a Way That Count. The four sessions cover teaching, clinical, research, and administrative work.

The Faculty Development Committee works to bring faculty together as well as offer development opportunities for all faculty. The group organizes monthly networking social events. The committee also organizes a six-month series called Achieving Success: How to Negotiate with Confidence, which is currently hosting the third cohort. This hands-on program teaches junior female faculty how to navigate important conversations with senior leaders.

WFDC electronic mailing list is provided to members to allow women faculty members to share and seek resources from other faculty members (i.e., cleaning services, childcare, eldercare, etc.).

Student Diversity Metrics

Institutional student enrollment data is included below.

Fall 2023 Student Enrollment by Race/Ethnicity and Gender

UAMS 2023 Fall Student Enrollment ¹	Male		Female		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	1	0.0%	10	0.3%		0.0%	11	0.3%
Asian	91	2.8%	189	5.8%		0.0%	280	8.5%
Black or African American	78	2.4%	253	7.7%		0.0%	331	10.1%
Hispanic/Latino	77	2.4%	165	5.0%		0.0%	242	7.4%
Native Hawaiian/Other Pacific Islander		0.0%	3	0.1%		0.0%	3	0.1%
White	543	16.6%	1,527	46.6%	9	0.3%	2,079	63.5%
Non-US Resident	38	1.2%	54	1.6%	1	0.0%	93	2.8%
Two or More Races	44	1.3%	85	2.6%		0.0%	129	3.9%
Not Disclosed/Unknown	25	0.8%	81	2.5%	1	0.0%	107	3.3%
Total Student Counts	897	27.4%	2,367	72.3%	11	0.3%	3,275	100.0%
¹ Includes Clinton School fall term								

Spring 2024 Student Enrollment by Race/Ethnicity and Gender

UAMS 2024 Spring Student Enrollment	Male		Female		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	1	0.0%	10	0.3%		0.0%	11	0.3%
Asian	90	2.8%	172	5.4%		0.0%	262	8.3%
Black or African American	80	2.5%	237	7.5%		0.0%	317	10.0%
Hispanic/Latino	74	2.3%	158	5.0%		0.0%	232	7.3%
Native Hawaiian/Other Pacific Islander		0.0%	2	0.1%		0.0%	2	0.1%
White	522	16.5%	1,439	45.4%	7	0.2%	1,968	62.0%
Non-US Resident	32	1.0%	56	1.8%		0.0%	88	2.8%
Two or More Races	42	1.3%	79	2.5%		0.0%	121	3.8%
Not Disclosed/Unknown	33	1.0%	138	4.3%	1	0.0%	172	5.4%
Total Student Counts	874	27.5%	2,291	72.2%	8	0.3%	3,173	100.0%

The student enrollment broken down by college is below.

CHP-College of Health Professions

COM-College of Medicine

CON-College of Nursing

COP-College of Pharmacy

COPH-College of Public Health

GRAD-Graduate School

CSPS-Clinton School of Public Service EMPS program

Fall 2023 Student Enrollment by Race/Ethnicity and College

UAMS 2023 Fall Student Enrollment ¹	CHP	COM	CON	COP	COPH	GRAD	CSPS	ALL
	Number	Number	Number	Number	Number	Number	Number	Number
American Indian/Alaskan Native	6		2	1	1	1		11
Asian	115	90	16	32	11	15	1	280
Black or African American	141	31	59	48	31	17	4	331
Hispanic/Latino	143	32	32	14	11	10		242
Native Hawaiian/Other Pacific Islander	2		1					3
White	898	509	275	219	72	101	5	2,079
Non-US Resident	12		7		5	68	1	93
Two or More Races	53	37	19	7	4	8	1	129
Not Disclosed/Unknown	64	9	13		14	4	3	107
Total Student Counts	1,434	708	424	321	149	224	15	3,275

¹Includes Clinton School fall term

Spring 2024 Student Enrollment by Race/Ethnicity and College

UAMS 2024 Spring Student Enrollment	CHP	COM	CON	COP	COPH	GRAD	ALL
	Number	Number	Number	Number	Number	Number	Number
American Indian/Alaskan Native	7		1	1	1	1	11
Asian	104	88	15	30	11	14	262
Black or African American	137	30	56	44	33	17	317
Hispanic/Latino	136	31	30	13	12	10	232
Native Hawaiian/Other Pacific Islander	1		1				2
White	828	507	232	219	79	103	1,968
Non-US Resident	11		7		6	64	88
Two or More Races	49	37	17	7	5	6	121
Not Disclosed/Unknown	148	8	7		7	2	172
Total Student Counts	1,421	701	366	314	154	217	3,173

Workforce Diversity Metrics

As the state's only health sciences university and largest public employer, we are committed to providing a welcoming and inclusive environment that emphasizes the dignity and worth of every member of our campus community. We will not discriminate on the basis of, or use race, color, religion, national origin, creed, service in the uniformed services, status as a protected veteran, sex, age, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation as a criterion in deciding against any individual in matters of admission, placement, transfer, hiring, dismissal, compensation, fringe benefits, training, tuition assistance, and other personnel or educationally related actions and will administer our policies, practices and activities without regard to these factors. We remain committed to taking positive, good faith efforts to recruit, employ, retain and promote people of color, women, individuals with physical and mental disabilities and protected veterans.

We will continue to recruit, employ and retain employees in numbers that reflect their availability in the geographical area from which we recruit. While some of our Professional Staff are recruited internationally, and some of our Executive/Administrative Managerial and Faculty personnel are recruited nationally, some are also recruited on a state level.

Academic Workforce by Race and Faculty Title 2023-234 (as of Nov. 1, 2023)

As of Nov. 1, 2023, there were 1,701 faculty employed by UAMS. The demographic breakdown of faculty is below. The College of Medicine employed the most faculty (1,274) followed by the College of Health Professions (129).

Full-time vs. Part-time	Faculty Rank by Race/Ethnicity	American Indian ¹	Asian	Black	Hispanic	Native Hawaiian ²	White	Two or More Races	US Non-resident	Race Unknown	Total
FT	Faculty Administration		8	1	1		25				35
	Instructor		9	7	1		63	2	11	1	94
	Assistant Professor	1	76	31	32		400	8	92	21	661
	Associate Professor		73	16	10	1	233	5	10	9	357
	Professor	1	38	12	6		205	3		4	269
	Total	2	204	67	50	1	926	18	113	35	1,416
PT	Faculty Administration										0
	Instructor	1	8	5	1		62			5	82
	Assistant Professor		6	9	1		68		5	4	93
	Associate Professor		8	3	1		39				51
	Professor		9	1	1		47			1	59
	Total	1	31	18	4	0	216	0	5	10	285
ALL	Faculty Administration		8	1	1		25				35
	Instructor	1	17	12	2		125	2	11	6	176
	Assistant Professor	1	82	40	33		468	8	97	25	754
	Associate Professor		81	19	11	1	272	5	10	9	408
	Professor	1	47	13	7		252	3		5	328
	Total	3	235	85	54	1	1,142	18	118	45	1,701
¹ American Indian or Alaskan Native											
² Native Hawaiian or Pacific Islander											

The demographic breakdown of all faculty by college or division/institute and race/ethnicity is below.

	Faculty Work Location (College or Institute)	American Indian ¹	Asian	Black	Hispanic	Native Hawaiian ²	White	Two or More Races	US Non-resident	Race Unknown	Total
AA	Academic Affairs		4				26				30
CHP	College of Health Professions	1	3	11	3		106	1	2	2	129
COM	College of Medicine	2	211	41	45		813	16	108	38	1,274
CON	College of Nursing		1	7	3		54				65
COP	College of Pharmacy		4	2			42		4	1	53
CPH	College of Public Health		6	12			39		3	1	61
DDEI	Diversity Equity and Inclusion			1							1
GS	Graduate School			1							1
ICE	Integrated Clinic Enterprise		5	8	3	1	47		1	1	66
NWAC	NWAR Campus		1	2			14			2	19
RESH	Research Administration						1	1			2
	Total	3	235	85	54	1	1,142	18	118	45	1,701

Non-Academic Workforce by Race and Function 2023-24 (as of Nov. 1, 2023)

The demographic breakdown of non-academic staff by full time/part time status are below.

Full-time vs. Part-time	Staff Job Family by Race/Ethnicity	American Indian ¹	Asian	Black	Hispanic	Native Hawaiian ²	White	Two or More Races	US Non-resident	Race Unknown	Total
FT	Academic(Non-Classified)	3	48	127	41	16	367	4	96	14	716
	Executive(Non-Classified)			1			11				12
	SeniorAdministration(Non-Classified)						5				5
	Administration(Non-Classified)		2	4	1		27	1			35
	Management(Non-Classified)	3	13	121	16		495	9	4	8	669
	ProfessionalStaff(non-Classified)	8	35	345	40	4	956	17	22	22	1,449
	SeniorProfessionalStaff(Non-Classified)			7	3		43			1	54
	Housestaff(Non-Classified)	2	130	55	39		506	12	108	58	910
	Nursing(Non-Classified)	11	78	624	72	6	1,535	40	7	56	2,429
	ClinicalStaff(Non-Classified)	6	39	765	83	4	1,286	38	9	50	2,280
	GraduateAssistant(Non-Classified)						1		4		5
	Staff(Classified)		3	101	8		25	2	4	4	147
	Staff(Non-Classified)	1	14	356	31	3	228	8	14	19	674
	Total	34	362	2,506	334	33	5,485	131	268	232	9,385
PT	Academic(Non-Classified)	1	2	5	2		32	1	1		44
	Executive(Non-Classified)										0
	SeniorAdministration(Non-Classified)										0
	Administration(Non-Classified)										0
	Management(Non-Classified)			3			15			1	19
	ProfessionalStaff(non-Classified)			5			27				32
	SeniorProfessionalStaff(Non-Classified)										0
	Housestaff(Non-Classified)										0
	Nursing(Non-Classified)	1	21	130	24		354	8	1	20	559
	ClinicalStaff(Non-Classified)	1	23	75	19		257	11	4	10	400
	GraduateAssistant(Non-Classified)		2	10	4		51	1	38	7	113
	Staff(Classified)			7			2				9
	Staff(Non-Classified)		2	14			15	2		2	35
	Total	3	50	249	49	0	753	23	44	40	1,211

American Indian¹ American Indian or Alaskan Native

Native Hawaiian² Native Hawaiian or Pacific Islander

Minority Faculty and Staff New Hire Personnel

The demographic breakdown of newly hired faculty and staff are below. Hire dates 11/1/2022-10/31/2023.

Newly Hired Employees (11/1/2022 to 10/31/2023)	American Indian ¹	Asian	Black	Hispanic	Native Hawaiian ²	White	Two or More Races	US Non-resident	Race Unknown	Total
Faculty (Non-Classified)		19	6	8		88	3	28	5	157
Academic (Non-Classified)	1	7	34	17	5	76	2	35	3	180
Executive (Non-Classified)						1				1
Administration (Non-Classified)										0
Management (Non-Classified)		2	8	2		40	2		2	56
Professional Staff (non-Classified)	1	4	71	6	1	141	5	7	3	239
Senior Professional Staff (Non-Classified)						4				4
Housestaff (Non-Classified)		44	26	13		146	8	36	14	287
Nursing (Non-Classified)	2	22	365	31	1	525	27	7	41	1,021
Clinical Staff (Non-Classified)	1	19	394	27	1	386	30	8	28	894
Graduate Assistant (Non-Classified)		1	1	1		9		13	1	26
Staff (Classified)		6	160	16	2	68	4	8	8	272
Staff (Non-Classified)	1	5	115	5	1	44	2	2	9	184
All Faculty and Staff (Newly Hired)	6	129	1,180	126	11	1,528	83	144	114	3,321

Division for Academic Pathways and Workforce Partnerships (APWP)

APWP Mission

The mission of the Division for Academic Pathways and Workforce Partnerships (APWP) is to create and strengthen academic pathways and develop strategic workforce partnerships across the state that broaden access to UAMS' academic programs and increase the health care workforce. APWP will collaborate with UAMS academic programs to ensure that all Arkansans have access to STEM educational opportunities, with a keen focus on cultivating and training health care professionals. The division will also partner with entities across the state, including nonprofit organizations and educational institutions, to develop strategies, programs and initiatives that support the strategic academic access and workforce development goals of UAMS.

APWP Functions

The Division for Academic Pathways and Workforce Partnerships provides leadership, programs, and resources, as well as engages in partnerships and collaborations to ensure all Arkansans have access to STEM-H educational opportunities.

Key Components

Key components of APWP include UAMS Pathways Academy, UAMS Health Career University, Student Recruitment and Workforce Partnerships.

UAMS PATHWAYS ACADEMY

The **UAMS Pathways Academy** is an innovative, comprehensive educational and community engagement program focused on preparing low-income K-12 students for educational and career opportunities in STEM-H disciplines. The success of the program is contingent upon UAMS and other community partners engaging students, parents/advocates in the various components of the program.

The following is a description of UAMS Pathways Academy Programs:

Junior STEM Academy and **Senior STEM Academy** are designed to immerse our young scholars in a world of science that focuses on health (STEM-H) while incorporating technology, engineering, and mathematics. The Academy uses a combination of effective teaching pedagogies to design a culturally

responsive and holistic curriculum. In addition to STEM-H, we integrate concepts relating to mental health/wellness such as cyber-bullying and emotional intelligence.

Research Academic Mentoring Pathway for Underrepresented Populations (RAMP-UP) – This year-long program facilitates a successful academic conduit for scholars who have strong interests in healthcare professions. RAMP-UP includes a Community Scientist Academy which exposes students to community-based research.

Student Athlete STEM Academy (SASA) – This program is designed to facilitate collaborative efforts of medical professions and athletic scholars. It allows scholars with strong interests in the healthcare professions and athletics a chance to do both.

Recruitment

Pathways Academy targets students in grades K-12 who are enrolled in Arkansas public schools, families who are recipients of TANF or TANF eligible, and those belonging to minority groups and/or are historically underrepresented in STEM-H professions. Armed with a strategic recruitment and outreach plan, UAMS Pathways Academy officially began program outreach in December 2022 and recruitment in January 2023. With pilot sites in Arkadelphia, Camden, Helena-West Helena, Hot Springs, Jonesboro, Pine Bluff, Springdale and Little Rock, the target enrollment goal for 2023 was 850 students, with the enrollment goal increasing annually. Pathways Academy successfully recruited 860 participants in the 2023-2024 year and launched a successful two-week summer intensive camp and academic year programming for scholars, advocates, and educators. Intensive recruitment efforts included maintaining and establishing relationships with public school administrators/staff in the targeted areas, hosting informational sessions with potential students and advocates, educators and community stakeholders, attending resource fairs, visiting churches/mosques/synagogues and other places of worship, and participating in interviews with radio stations and local media. In the summer of 2024, Pathways Academy looks forward to continued program engagement with enrolled scholars statewide.

Engagement

The Pathways Academy team engaged several community stakeholders from Arkadelphia, Camden, Helena-West Helena, Hot Springs, Jonesboro, Little Rock, Pine Bluff and Springdale in the mission of Pathways Academy, which resulted in accessing resources that we will integrate into the Pathways Academy program. In Summer 2023, Pathways Academy served 860 students across Arkadelphia, Camden, Helena-West Helena, Hot Springs, Jonesboro, Little Rock, Pine Bluff and Springdale by providing two-week in-person summer intensive camps and academic year programming. Programming

featured interactive curriculum including hands-on activities and exposure to areas of STEM-Healthcare through partnerships with various internal and external stakeholders. Examples of internal stakeholders include UAMS Translational Research, UAMS Cancer Research Institute, UAMS Regional Programs, and UAMS Culinary Medicine. Examples of external stakeholders include Schmieding Foundation, Arkansas Minority Health Commission, University of Arkansas Cooperative Extension Services, Skills Struck, Arkansas Regional Innovation Hub, and Usher's New Look.

Funding: Pathways Academy is supported by the following funding sources:

Temporary Assistance for Needy Families (TANF): \$1.26 million (ended December 31, 2023)

Schmieding Foundation: \$500,000 over 10-year period

Point of Service Maintenance & Enhancement (POSME): \$76,400

HRSA - \$3.25 million over five-year period for creation of Arkansas Delta Health Careers Opportunity Program

Bank of America: \$23,000

Significant Accomplishments

- UAMS Pathways Academy served 860 K-12 scholars across Arkadelphia, Camden, Helena-West Helena, Hot Springs, Jonesboro, Little Rock, Pine Bluff, and Springdale during the 2023-2024 year, completing successful 2-week summer intensive camps and academic year programming for scholars, advocates, and teachers.
- Pathways Academy successfully completed program expansion efforts in Arkadelphia, Camden, Helena-West Helena, and Jonesboro.
- Successful facilitation of the following student outreach programs:
 - Junior STEM Academy (grades K-5)
 - Senior STEM Academy (grades 6-8)
 - Student Athlete STEM Academy (grades 9-12)
 - Research Academic Mentorship Pathway for Underrepresented Populations (grades 9-12)
- Hosted the inaugural Annual UAMS Pathways Academy and Health Career University Research Symposium in partnership with Hall STEAM Magnet Health Sciences Academy and AMDPA. Middle and high school scholars, and undergraduate students presented research completed during their respective summer programs.
- Facilitation of 20 professional development workshops for nearly 100 Pathway Academy educators and Readiness Advocates.

- **Creation of Arkansas Delta Health Careers Opportunity Program (HCOP) Academy** – APWP received a five-year, \$3.25 million federal grant to support the creation of HCOP Academy, which will help students from 20 underserved counties in the Arkansas Delta and southern part of the state pursue careers in health care. In collaboration with UAMS Regional Campuses, the program will recruit and assist students from disadvantaged or underrepresented backgrounds as they enter the educational pipeline, complete health professions programs and enter the health career workforce in their communities. Academy programs will serve high school juniors and seniors, undergraduate students and adult and nontraditional learners. Other partners in the program include the UAMS College of Health Professions; the UAMS Fay W. Boozman College of Public Health; the Arkansas Rural Health Partnership, a consortium of community- based rural hospitals; and high schools, colleges and universities in 20 counties. The program will serve the following counties: Arkansas, Ashley, Bradley, Calhoun, Chicot, Cleveland, Columbia, Crittenden, Dallas, Desha, Drew, Jefferson, Lee, Lincoln, Monroe, Ouachita, Phillips, Sevier, St. Francis and Union.
- UAMS Pathways Academy co-hosted the 1st Annual Building Bridges to Success Research Symposium in partnership with Health Career University and Hall STEAM Magnet High School Health Sciences Academy. Approximately 60 RAMP-UP and Senior STEM Academy students presented their PhotoVoice Research projects, which were completed during the 2023 UAMS Pathways Academy Summer Intensive Camp. Student presentations were judged by representatives from partner agencies and institutions. Awards were presented to the 1st, 2nd, and 3rd place presenters. The event was attended by UAMS faculty, staff, graduate and undergraduate students, as well as community stakeholders.
- Approximately 35 UAMS Pathways Academy students presented their PhotoVoice research poster projects in the Research Gallery the UAMS Midsouth Black Expo event on February 25, 2024. Expo attendees were able to view the research poster gallery and listen to students as they presented their research that was completed during the 2023 UAMS Pathways Academy Summer Intensive Camp.
- UAMS Pathways Academy hosted Total Solar Eclipse events on April 6 and April 8, 2024, in partnership with the Arkansas Space Consortium and the University of Arkansas at Little Rock. Approximately 60 students participated by learning more about the total solar eclipse, how to properly use telescopes, and engaged in a mobile planetarium activity. On April 8th. UAMS Pathways Academy co-hosted solar eclipse activities during the Solar Eclipse Festival held at the University of Arkansas at Little Rock.

Pathways Academy Presentations:

- **Dr. Shanea Nelson and Katina White, Co-Presenters**

- “*Revisiting ‘The Village’: The UAMS Pathways Academy Evaluation of Educational Outcomes to Diversify the Healthcare Workforce.*” National Association of Diversity Officers in Higher Education Annual Conference (NADOHE), Seattle, WA. March 14, 2024. Co-Presenter.
- “*Preliminary Evaluation of a K-12 STEM-H Program to Diversify the Healthcare Workforce.*” American Association of Medical Colleges Group on Diversity and Inclusion (AAMC GDI) Conference, Philadelphia, Pennsylvania. March 25, 2024. Oral and poster presentation. Co-Presenter.

Pathways Academy Key Strategic Partnerships:

Internal

- UAMS Transitional Research - Pathways Academy continues to partner with UAMS Transitional Research to support its Community Science Academy for teenagers and embedding it into the Pathways Academy RAMP-UP program curriculum for 9th-12th grade students.
- UAMS Cancer Institute has partnered with Pathways Academy to integrate cancer education modules into the Pathways Academy curriculum. “Introduction to Cancer” modules were piloted with RAMP-UP scholars. The goal is to gradually integrate cancer education, cancer career exposure and cancer research into all levels of Pathways Academy programming.
- UAMS Regional Programs provides funding support through POSME and participant referrals.
- UAMS College of Pharmacy – Hosted Pharmacy Day. Faculty, staff, and Student Ambassadors shared career opportunities in the field of pharmacy with RAMP-UP scholars. They also facilitated fun hands-on simulation activities that aligned with various tasks that pharmacists are expected to perform.
- UAMS College of Health Professions – Hosted Health Professions Day at UAMS, where faculty, staff, and Student Ambassadors shared information about Health Professions academic programs and careers with RAMP-UP Scholars. Scholars also participated in fun hands-on simulation activities relative to Health Professions.
- UAMS Fay W. Boozman College of Public Health – Hosted Public Health Day at UAMS where RAMP-UP scholars learned about public health academic programs and career

opportunities. Scholars participated in a case study on maternal and child health equity in Arkansas.

External

- Academies of Central Arkansas
- Arkadelphia Public Schools
- Arkansas Regional Innovation Hub
- Arkansas State University-Newport
- Arkansas USDA-Natural Resources Conservation
- AR Minority Health Commission
- Big Brothers Big Sisters of Central Arkansas
- Carver Magnet Elementary School
- Hall STEAM Magnet High School
- Helena-West Helena School District
- Hot Springs School District
- Jonesboro High School
- Little Rock School District
- Pine Bluff School District
- Schmieding Foundation
- SAU Tech (Southeast AR Technical College)
- Southeast Arkansas Community College (SEARK)
- Springdale School District
- University of Arkansas Cooperative Extension Service County Offices (i.e., Garland and Pulaski County offices)
- Usher's New Look

Goals

- Apply for two federal extramural research grants to support Pathways Academy.
- Continue to partner with Cancer Institute, TRI, Research Division and Regional Programs to seek external funding to support research related APWP initiatives.
- Continue to present at national conferences at least twice a year.
- Assist students in disseminating and publishing their research.

HEALTH CAREER UNIVERSITY (HCU)

Health Career University is an expansive portfolio of programs serving advanced high school students through professional schools. The following is a description of programs that fall under the umbrella of Health Career University, which focuses on meeting the needs of undergraduate students through the state of Arkansas and professional students enrolled in UAMS colleges of Medicine, Nursing, Pharmacy, Public Health, Health Professions and Graduate Studies:

HBCU Med Track is a collaboration between APWP, Philander Smith College and the University of Arkansas at Pine Bluff (UAPB). This program serves to support underrepresented minority students working towards careers in healthcare. By focusing on healthcare disciplines, including healthcare research and education for undergraduate and graduate students, the HBCU Med Track program is an effective mechanism to provide pre-healthcare engagement and education.

S.U.P.E.R. (Serving Underrepresented Populations through Engagement and Research) is a component of the HBCU Med Track Program and serves as a conduit that equips college students (Student Health Advocates) with a public health foundation, community-based research skills and experience, insight on health disparities, and professional development, while bringing awareness and education to underrepresented groups/communities in Arkansas about healthier lifestyle choices. This is one of several ways to reshape the overall population health of the Natural State.

The **Pre-Health Scholars Program (PHSP)** helps provide freshman and sophomore college students interested in healthcare the opportunity to expand their knowledge and understanding about various healthcare related career fields and professions. Through PHSP, students learn about medical and public health interventions and innovations, collaborate with leaders in the healthcare industry and are exposed to cutting-edge technology currently used in professional training and laboratory experiments.

Pre-Medical Summer Scholars (PMSS) targets undergraduate juniors and seniors. It is a non-residential program designed to provide pre-medical students from disadvantaged backgrounds with a means of strengthening their ability and readiness to study medicine.

The **Summer Research Internship (SRI)** provides high school juniors, seniors and college students who are interested in pursuing careers in research and healthcare the opportunity to expand their knowledge and understanding by conducting science-based research.

The **Pre-Nursing Summer Scholars** is a program designed to support students who are preparing to take the TEAS entrance exam.

Professional Student Group Support Services

Five student groups are supported through H.C.U., Edith Irby Jones S.N.M.A., Student National Pharmacy Association, Latin Medical Student Association, Rainbow Health Alliance, and League of United Latin American Citizens (L.U.L.A.C.). Student affinity groups provide community health screenings, recruitment and mentoring to high school and college students. The groups also participate in national conferences presenting results of recruitment efforts and research.

2023 Health Career University Student Enrollment:

Premedical Summer Scholars (P.M.S.S.) – 31 students (two sites)

Pre-Health Scholars Program (P.H.S.P.) - 37 students (four sites)

H.B.C.U. Med Track – 47 students (two sites)

Summer Research Institute (S.R.I.) – 20 students

Anesthesia Technician Program – 4 students

Pathology Technician Program – 3 students

Pre-Nursing Summer Scholars – 8 students

Significant Accomplishments

- Collaboration with the UAMS Edith Irby Jones Student National Medical Association (S.N.M.A.) to host the return of an in-person Health Professions Recruitment and Exposure Program on April 13, 2024, targeting underrepresenting minority high school students and those who will be the (H.P.R.E.P.) first in their family to attend college across Arkansas. The anticipated number of students attending this one-day event is 75 students from across the state.
- More than 65 college students from across the state attended the Minority Association of Premedical Students (MAPS) Conference on Mar 9, 2024, an event that offers information and networking opportunities for those who are interested in applying for health professional programs. The Edith Irby Jones Chapter of the Student National Medical Association (S.N.M.A.) sponsored the event.
- Partnership between Hall STEAM Magnet School UAMS Health Career University and Pathways Academy hosted its inaugural Research Symposium, "**Building Bridges for Student Success**" where high school, college and professional students presented their

- research in a combined program. There were 12 H.C.U. students from High School senior to medical and pharmacy students, who shared the research.
- The Raising Exposure and Awareness of Careers in Health (**REACH**) session marked a return to in-person community outreach. The UAMS Edith Irby Jones Chapter of the Student National Medical Association (S.N.M.A.) sponsored the event with support from UAMS students. gathered at Barton High School in Phillips County for the annual event that encourages high school students from the Arkansas Delta to pursue careers in health care. The event reached 175 high school students.
 - Expanded and launched a four-week in-person Health Career University Pre-Health Scholars Program for freshmen and sophomores interested in careers in health care to include four locations (Pine Bluff, Magnolia, Camden, and Little Rock) and volunteer faculty from each UAMS college. The 41 students and staff convened on the UAMS campus for the final week of clinical shadowing, simulation, meeting faculty and UAMS leadership. The curriculum was also expanded to include bioinformatics, cancer education, and telehealth.
 - Premedical Summer Scholars Program included two sites (Little Rock and Pine Bluff) for a ten-week in-residence program providing MCAT prep, mock interviews, and personal statement writing to include additional location and new option for students in sophomore/junior year preparing for medical school admission. Thirty-one students attended the program.
 - UAMS Anesthesia Tech Program continued to recruit post-college graduates to train with UAMS pre-operative and operative team to become anesthesia technicians. The program also provides MCAT preparation and other support services to enhance their application to medical school and applications for admission into health professional schools. Pathology Tech program launched using the exact successful model as Anesthesia Tech. We currently have four students enrolled in the 4th Cohort.
 - The launch of the Pathology Tech program began this past year. Dr. Jennifer Laudadio, Chair of the Pathology Department, appreciated the Anesthesia Technician program and wanted to start a similar program for students in her department. The 2023 – 2024 year began with 3 students in the inaugural Cohort.
 - Collaboration with UAMS College of Nursing to develop and launch the first Pre-Nursing Summer Scholars Program (P.N.S.S.) to prepare college students for nursing school applications. The inaugural class consisted of eight students.
 - 23 alumni of Health Career University accepted into health professional schools around the United States.

- Health Career University supported 5 Serving Underprivileged Population Through Engagement and Research (SUPER) students per year to present their research at **X.U.L.A. Health Disparities Conference** in NOLA Apr 2023 and 2024. 2024 **C Robinson, UA Fayetteville**, *Fair Treatment of Sexual Assault Victims in City/Rural Areas won the Student Research Poster Competition.*
- **Edith Irby Jones S.N.M.A.** hosted a very successful **Regional III Medical Conference** on November 10th – 12th, which was attended by over 168 medical students, faculty, staff and vendors from seven states (Oklahoma, Texas, Colorado, New Mexico, Arkansas, Mississippi, and Louisiana). National and regional speakers shared their knowledge and experiences as Black physicians serving communities globally.

Health Career University Presentations:

- **Dr. Brian Gittens, Dr. Gloria Richard-Davis, Renisha Ward, Amanda Winston - Co-Presenters**

“An Academic Health Center & HBCU Collaboration to Improve Healthcare Workforce.” American Association of Medical Colleges Group on Diversity and Inclusion (AAMC GDI) Conference, Philadelphia, Pennsylvania. March 24-27, 2024. Poster presentation.

- **Dr. Brian Gittens, Dr. Gloria Richard-Davis, Renisha Ward, Amanda Winston - Co-Presenters**

“Academic Health Center/HBCU Partners in Community Engagement Health Disparities Research.” Table Topics. American Association of Medical Colleges Group on Diversity and Inclusion (AAMC GDI) Conference, Philadelphia, Pennsylvania. March 24-27, 2024. Table Topics.

- **Dr. Brian Gittens, Dr. Gloria Richard-Davis, Renisha Ward, Amanda Winston - Co-Presenters**

“An Academic Health Center & HBCU Collaboration to Improve Healthcare Workforce.” 17th XULA Health Disparities Conference, New Orleans, Louisiana. April 7-9, 2024. Poster presentation.

- **S.U.P.E.R. Program Student Presentations** at 17th XULA Health Disparities Conference, New Orleans, Louisiana. April 7-9, 2024. Poster Presentations on the following subjects:
 - Eden Boles – *“Daily Skincare Practices and Routines of Young Adult Males.”*
 - Ky'arra Crigler – *“Post Traumatic Slave Syndrome and its Effects on Community Policing.”*
 - Kennedy Hicks – *“Social Determinants of the Healthcare Workforce: A National Study of School District Educational Resources and Student Outcomes.”*
 - Camron Robinson – *“Fair Treatment of Sexual Assault Victims in City/Rural Areas.”*
 - Demah Yousef – *“Minorities Medical Literacy & Access to Healthcare: An Extensive Look Into the Effects of Taboos and Those Directly Affected.”*

- **Summer Research Internship Program**

- “The Uncharted Journey: Why Are Black Mothers Dying in America?” - Thesis Defense, Nori Ali.

- **Action in Arkansas Teacher Education: The Journal of the Arkansas Association of Teacher Educators Volume 13 Number 2 Fall 2023**

ASSOCIATION BETWEEN SCHOOL DISTRICT EDUCATIONAL RESOURCES,
SOCIOECONOMIC STATUS, AND STEM EDUCATIONAL OUTCOMES
Kennedy Hicks¹, Katina White², Clare C. Brown, PhD MPH²

STUDENT RECRUITMENT

Number of recruitment events, including virtual events	25
Number of Conferences attended	2
Number of students encountered at conferences	100

As a result of additional outreach to regional HBCUs and partnerships schools (Philander Smith College, Shorter College, Arkansas Baptist, Tennessee State, SAU Tech Camden, Arkansas State, U of A Fayetteville, UAPB, Texas A&M, and Prairie View A&M), APWP staff established contact with 255 students.

University/College Engagement

- Jackson State University
- Fayetteville State University
- University of Arkansas at Pine Bluff
- Philander Smith College
- Shorter College
- Arkansas Baptist College
- Southern Arkansas University Tech - Camden
- Dillard University
- Southern University - Baton Rouge
- Crossett Community College
- Tennessee State University
- University of Arkansas at Little Rock
- University of Arkansas at Conway
- Texas A&M
- Prairie View A&M
- Arkansas State University
- Xavier University – New Orleans
- UAPTC

- UAMS IDHI
- UAMS TOSH
- Children's Hospital Hematology/Oncology Department
- Arkansas Economic Development Commission
- Arkansas Medical Dental & Pharmaceutical Association
- UAMS Winthrop Rockefeller Cancer Institute
- UAMS Regional Programs
- UAMS College of Medicine
- UAMS College of Pharmacy
- UAMS College of Health Professions
- UAMS Fay W. Boozman College of Public Health
- UAMS College of Nursing
- UAMS Graduate School

As a result of additional outreach to regional HBCUs and partnerships schools (Philander Smith College, Shorter College, Arkansas Baptist, Tennessee State, SAU Tech Camden, Arkansas State, U of A Fayetteville, UAPB, Texas A&M, and Prairie View A&M), APWP staff contacted 100+ students.

UAMS Days were held at Philander Smith College, UA Monticello, University of Central Arkansas, Southern Arkansas University, UA Fayetteville, Henderson State, UA Pine Bluff, Hendrix College, Ouachita Baptist College, and UA Little Rock, resulting in contact with 80 students.

The Student Committee launched its second cohort of Student Ambassadors each college has appointed a student to serve in this role. The ambassador work with the manager of student recruitment to recruit and engage undergraduate and high school students. This year the ambassadors have provided tutoring for Arkansas Baptist Biology class. They also provided campus tours for local high schools and participated in the SNMA signature events REACH Delta, MAPS, and HPREP.

Funding:

- HRSA Medical Student Education (MSE) program supports graduate education for medical students preparing to become physicians in the top quintile of states with a projected primary care provider shortage in 2025.
- Arkansas Economic Development Commission \$300,000

Goals:

- Continue to increase student recruitment, with a focus on rural regions, to reflect state demographics.

- Utilize CRM student recruitment and engagement software program to assist in URM recruitment and engagement.
- Continue to partner and develop relationships with Historically Black Colleges and Universities (HBCUs) and Minority Serving Institutions to increase diversity of postdoctoral students, research and health professionals.
- Collaborate with TRI to develop professional development programming for underrepresented faculty researchers.
- Apply for two federal extramural research grants to support Health Career University.

APWP PARTNERSHIP INITIATIVES:

Arkansas Medical, Dental and Pharmaceutical Association (AMDPA) – This partnership is focused on building relationships with and strengthening the leadership skills of high school and college students from underserved areas who are considering careers in health care as well as mentoring opportunities with students currently enrolled at UAMS.

Arkansas Minority Health Commission - In partnership with the Arkansans Minority Health Commission, APWP formed the Community Advisory Council for Health Equity (CACHE), an advisory body that meets quarterly to develop and implement strategies and engagement initiatives focused on advancing health equity throughout Arkansas.

Arkansas STEM Coalition - This partnership aids our effort to provide STEM experiences for Arkansas students. In addition, our vice chancellor is a member of the executive board.

UAMS Project SEARCH – This on-site job-training program supported by APWP in partnership with Arkansas Rehabilitation Services and ACCESS Schools helps young adults with disabilities develop independent living and working skills. It has served more than 150 young adults with disabilities since its inception in 2013. In 2024, UAMS celebrated its 11th year of UAMS Project Search.

Raising Exposure & Awareness of Careers in Health (REACH) in the Delta program - Now in its sixth year, REACH in the Delta is a joint endeavor of the Student National Medical Association (SNMA), the Student National Pharmaceutical Association (SNPhA), APWP, and the AMDPA. Each year, students from all UAMS academic units travel to KIPP Delta Collegiate High School in Helena-West Helena to introduce hundreds of high school students to higher education opportunities and careers in health care.

Initiatives in this key component help support larger UAMS Vision 2029 goals such as:

- Reduce health disparities across Arkansas
- Improve the health and wellness of all Arkansans
- Ensure a diverse workforce to meet Arkansan healthcare needs
- Develop partnerships to diversify and enhance our research capacity
- Raise digital health awareness across the State of Arkansas

APWP Partnership Goals:

- Increase capacity to meet the needs of our patients and referring physicians
- Expand internal/external partnerships to support our academic programs and workforce
- Develop partnerships to diversify and enhance our research

College Recruitment and Retention Efforts

In addition to the efforts described above, UAMS colleges recruit and retain students, faculty, and staff to reflect the demographics of Arkansas. A few examples of efforts are included below.

College of Health Professions (CHP)

In 2019, CHP implemented the *CHP Allied Health Academic Success course* targeting incoming students with potential barriers to program completion. From 2019-2023, 79 students completed the course and 68% of those are either still enrolled or have successfully completed their degrees. Additionally, all CHP Programs have protocols in place to identify students early who may be struggling academically. Students who do not meet specified thresholds receive personalized remediation plans developed by the faculty with input from the Associate Dean for Academic Affairs (ADAA). These plans address academic issues as well as other factors that may be impacting the student's performance. In addition to support from program faculty, students also have access to tutors, learning specialists and therapists through the UAMS Educational and Student Success Center and Student Wellness Program. These groups work diligently with students and faculty to reduce the stigma associated with accessing their services, which can often pose a barrier for under-represented students. In 2023, 231 CHP students took advantage of services provided by the Educational and Student Success Center.

CHP's initiatives to enhance the diversity of its faculty involve expanding search parameters, proactively pursuing diverse candidates through professional networks, and developing position announcements with broader appeal to attract a more extensive applicant pool. Departments are encouraged to go beyond their usual sources when posting faculty positions. The College endorses advertising across various platforms. CHP continues to support faculty participating in conferences, providing opportunities to network with colleagues and recent graduates who may be suitable candidates for faculty positions within the College. The College develops general position announcements that refrain from specifying a certain area of expertise, thereby encouraging applicants from diverse backgrounds to apply.

College of Nursing

Retention activities and interventions are vitally important in planning for the success of our nursing students. Retention activities begin immediately with mandatory orientation when new junior students are admitted into the program. To assist with the retention process we have quarterly check-ins with students. These check-ins include, but not limited to how they are doing mentally, physically, and emotionally. The check-ins include helpful resources for the students ex: counseling services & food

bank. Information is provided to students on topics such as an introduction to the UAMS Library and the Nursing Learning Resource Lab, stress reduction and management, ATI standardized testing, a review of computer and online usage, College of Nursing Policies and Procedures, information regarding course schedules and academic success and remediation services within the college.

The College uses the Assessment Technologies Institute (ATI) for standardized testing, retention resources, and identification and remediation for high risk students. The College employs an ATI Coordinator/Academic Coach who manages all student testing and remediation for this standardized content. The admission criteria mandate that each student take the TEAS V Entrance Exam. This test measures reading comprehension, math, science, and verbal skills. The student is expected to achieve a minimum score of 65 on the exam to be eligible for admission to the program. Once a student has been accepted into the program, the student is required to take the ATI Critical Thinking Inventory Exam. This exam is used to help identify critical thinking levels, areas of coping, and adaptive risk factors. Students who are identified as “at risk” will receive individualized assistance from the CON academic coach using remediation resources from ATI and other course specific remediation tools. Throughout the BSN program, students are required to take standardized benchmark exams after certain courses to determine proficiency of course content. Students who do not meet the required benchmark scores on the standardized exams are required to complete specific remediation modules through ATI and receive assistance from faculty in assigned specialties.

College of Pharmacy (COP)

Since 2007, the COP has hosted 20-40 high school students in June for Pharmacy Camp. They participate in pharmacy related activities in the classroom, laboratory, and practice site during the week-long camp. Many of these students received scholarships to attend the camp. Due to COVID-19, the 2020 camp was cancelled. In 2021, the COP hosted its first ever *virtual* Pharmacy Camp. The 2021 camp was successful because we were not limited on the number of participants. We had over 90 campers register and conducted the camp through a mixture of large group discussions, presentations, videos, breakout groups, and games. In 2022, a hybrid version of the pharmacy camp was held June 6-8. On day one, 28 students participated in an in-person faculty and student ambassador led compounding labs, campus tours and other engagement activities. The following two days were held virtually and included presentations by guest speakers on various pharmacy careers, student panel discussion and interactive games. In 2023, Pharmacy Camp hosted 29 high school students, 11 of which were from underrepresented groups sponsored by AMDPA and a total of 15 underrepresented students overall.

UAMS College of Pharmacy Summer Camp Data

Year	No. of Participants
2007	39
2008	31
2009	33
2010	32
2011	35
2012	38
2013	45
2014	38
2015	33
2016	35
2017	29
2018	23
2019	28
2020	0
2021	96
2022	28
2023	29

In addition to Summer Pharmacy Camp, UAMS COP has partnered with HOSA (formerly known as Health Occupations Students of America) offering a one day pharmacy career day on the UAMS campus. This one day camp exposes high school students from across the state to career options in pharmacy by participating in labs, student panel discussions and faculty led activities. In fall 2023 we hosted 37 HOSA students, 34 in spring 2024 and 23 in spring 2024 in North West Arkansas (Fayetteville campus).

College of Public Health

The Stead Scholar program has increased from 5 scholars in 2022 to 11 scholars in summer 2024. This 8-week program is composed of students have been selected from various institutions across the state such as SAU, UAPB, UALR, U of A Fayetteville, and Hendrix College. Students are partnered with a researcher at either the Arkansas Department of Health or the COPH where they receive mentored

research experience in public health. Students also gain exposure to various disciplines within public health and participate in a current issues seminar that discusses emerging topics in public health news.

Graduate School

Dr. Antino Allen, the Graduate School's Associate Dean for Pipeline and Career Development, serves as the Co-Director with Dr. Billy Thomas, former Vice Chancellor for Diversity and Inclusion, on an NIH/NIGMS T32 training grant aimed at increasing the number of underrepresented minorities (URM) in the behavioral and biomedical sciences. Dr. Latrina Prince, the Graduate School's Associate Dean for Academic Affairs, serves as the IMSD Program Administrator. The UAMS Initiative for Maximizing Student Development (IMSD) Program was implemented in 2009 and has been renewed for several years. The IMSD program was recently renewed in 2023 for five additional years and was awarded \$1.8 million in funding (02/01/2024-01/31/2029). The specific aims of the IMSD program are to matriculate four new UR biomedical science doctoral students each year, and retain and graduate 90% of the UAMS IMSD students. These aims are aligned with the NIH Minority Biomedical Research Support (MBRS) program's goals which are to increase the number of UR students who graduate from biomedical science doctoral programs at institutions with a research-intensive environment and reduce the biomedical sciences PhD completion gap between UR and non-UR students.

UAMS Strategic Plan — Vision 2029

By 2029, the University of Arkansas for Medical Sciences (UAMS) will lead Arkansas to be the healthiest state in the region through its synergies of education, clinical care, research and purposeful leadership. As part of the strategic plan, the following 2029 targets related to recruitment and retention of faculty, staff and students were developed:

- All colleges' student enrollment will reflect racial diversity proportions of the state: COM, CON, COP, CPH, CHP, GRS
- Achieve/maintain institutional student completion rate goal (150% on-time) of 75% and at least 75% for URM students
- >94% pass rate for all student board certification/professional licensures exams, by college: COM, CON, COP, CHP
- Annual UAMS employee turnover rate will be better than benchmark for AMCs in region
- Exceed benchmark for AMC/employers for employee engagement scores

Progress towards each of these targets are updated quarterly using AchieveIt platform.

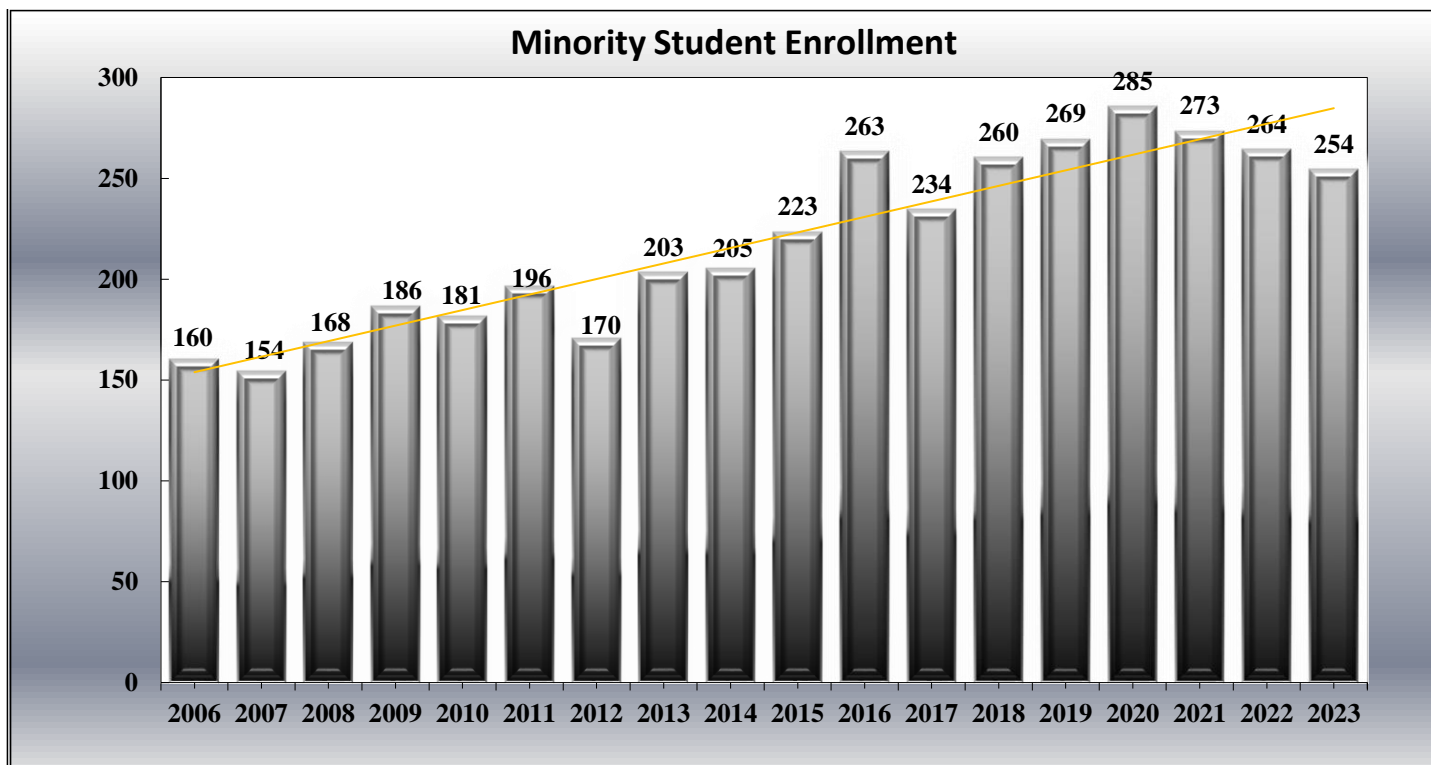
MINORITY RECRUITMENT AND RETENTION ANNUAL REPORT

University of Arkansas at Pine Bluff

Summer 2024

Introduction

As a land-grant institution and the Flagship of the Delta, the University of Arkansas at Pine Bluff (UAPB) serves Arkansas and the nation with particular emphasis on the Arkansas Delta. UAPB has strong undergraduate and graduate programs consisting of academic and co-curricula learning activities; broad based educational support services for students (e.g., counseling, advising, mentoring, and residence halls); and specialized research, education and public service. UAPB offers certificate, associate, bachelor's, master's, and a Ph.D degree, and prepares a cadre of professionals who contribute to the diversity of the state, regional and national workforces while promoting global understanding. Commitment to diversity in its teaching, research and service is a long established and valued tradition at the University. Because the University of Arkansas at Pine Bluff is an HBCU, racial minority is defined as non-African American. This is a report of activities and outcomes for 2023.



Student enrollment in fall 2023 was 2,100 of which 87.9 were Black and 12.1% were minority. Minority students by ethnic group are: 10 (3.9%) American Indian; 30 (11.8%) Asian; 40 (15.7%) African; 8 (3.1%) Native Hawaiian; 55 (21.7%) Hispanic; 72 (28.3%) White; and 39 (15.4%) Two or More races. The percentage of minorities to total enrollment for 2023 is 12.1%.

The below table show fall 2023 student enrollment by minority group:

Minority Group at UAPB	Fall 2023	% of Group	% of Total
American Indian	10	3.9%	0.5%
Asian	30	11.8%	1.4%
African	40	15.7%	1.9%
Native Hawaiian	8	3.1%	0.4%
Hispanic/Latino	55	21.7%	2.6%
White	72	28.3%	3.4%
Two or More Races	39	15.4%	1.9%
Total Minority	254	100.0%	12.1%
Non-Minority at UAPB			
Black	1,846	100.0%	87.9%
Unknown/Not Reported	0	0.0%	0.0%
Total Non-Minority	1,846	100.0%	87.9%
Total Enrollment	2,100		100.0%

- **Number and position title of minority faculty and staff who currently work at UAPB.**

Position Title	Number
Administrative Specialist II	1
Administrative Specialist III	2
Admissions Counselor	1
Assistant Coach	1
Assistant Professor	20
Associate Professor	17
Coach	1
Dean of Schools	2
Department Chairperson	6
Education Counselor	1
Extension Associate	2
Extension Assistant Specialist	1
Extension Program Aide	2
Extension Specialist I	1
Extension Specialist II	4
Extension Specialist III	1
Extension Specialist IV	1
Faculty Researcher (Post Doctorate)	1
Fiscal Support Specialist	1
Head Coach	1
Institutional Services Assistant	1
Instructor	15
Laboratory Technician	1
Multi-County Ext. Agent	1
Multi-Media Specialist	1
Post-Doctoral Fellow	1
Professor	12
Project/Program Specialist	4
Public Safety Commander I	1
Research Assistant Professor	1
Research Associate	6
Research Project Analyst	1
Research Specialist	1
Research Technician	1
Scientific Research Technologist	1
Senior Research Assistant	1
Television Program Manager	1
UAPB 1890 Extension Administrator	1
Vice Chancellor-Research, Innovation & Econ. Dev.	1
Warehouse Manager	1
Total - Minority	120

The full-time faculty of 143 includes 49% minority and 51% Black. The staff/administration of 463 are 89.2% Black and 10.8% minority.

- **Number of minority, by minority group, full-time faculty who work at UAPB.**

Full-Time Faculty by Minority Group at UAPB	As of November 1, 2023	% of Group	% of Total
Asian	31	44.3%	21.7%
African	10	14.3%	7.0%
Native Hawaiian	2	2.9%	1.4%
Hispanic/Latino	2	2.9%	1.4%
White	24	34.3%	16.8%
Two or More Races	1	1.4%	0.7%
Total Minority	70	100.0%	49.0%
Non-Minority at UAPB			
Black	73	100.0%	51.0%
Total Non-Minority	73	100.0%	51.0%
Total	143		100.0%

- **Number of minority adjunct faculty who currently work for UAPB.**

As of fall 2023, the University employed 8 minority adjunct faculty members, which presents 20% of all adjunct faculty.

Adjunct Faculty by Minority Group at UAPB	As of November 1, 2023	% of Group	% of Total
Asian	2	28.6%	5.7%
African	1	14.3%	2.9%
White	4	57.1%	11.4%
Total Minority	7	100.0%	20.0%
Non-Minority at UAPB			
Black	28	100.0%	80.0%
Total Non-Minority	28	100.0%	80.0%
Total	35		100.0%

- **Number and position title of minority faculty and staff who began working for UAPB this past year.**

Position Title	Number
Assistant Professor	5
Extension Specialist	1
Faculty Researcher (Post Doctorate)	1
Fiscal Support Specialist	1
Instructor	1
Public Safety Commander I	1
Research Associate	1
Research Project Analyst	1
Research Specialist	1
Scientific Research Technologist	1
Total	14

As indicated in the chart below, the number of minority students in fall 2018 was 260 compared to 254 in fall 2023, a slight decline of 0.02%. The percent of minority students to total enrollment increased from 10% for fall 2018 to 11% for fall 2023. The percentage of minority faculty remains at 49% in fall 2018 and fall 2023. Minority administrators and staff percentages to total employees are 12% for 2018, 11% for 2019, and 10% for 2020, 2021, and 2022, and 11% for 2023. The percent of minority employees (faculty/staff/administrators) to total employees shows a slight decline, from 21% in 2018 to 20% in 2023.

Student, Faculty & Staff By Ethnicity, Fall Semesters 2018 - 2023

		Non-Minority	Minority	Total
Fall 2018	Students	2,319	260	2,579
	Percent of Total	90%	10%	100%
	Faculty	79	75	154
	Percent of Total	51%	49%	100%
	Administrators & Staff	421	56	477
	Percent of Total	88%	12%	100%
	Total Employees	500	131	631
	Percent of Total	79%	21%	100%
Fall 2019	Students	2,229	269	2,498
	Percent of Total	89%	11%	100%
	Faculty	83	70	153
	Percent of Total	54%	46%	100%
	Administrators & Staff	414	51	465
	Percent of Total	89%	11%	100%
	Total Employees	497	121	618
	Percent of Total	80%	20%	100%
Fall 2020	Students	2,383	285	2,668
	Percent of Total	89%	11%	100%
	Faculty	84	71	155
	Percent of Total	54%	46%	100%
	Administrators & Staff	413	47	460
	Percent of Total	90%	10%	100%
	Total Employees	497	118	615
	Percent of Total	81%	19%	100%
Fall 2021	Students	2,397	273	2,670
	Percent of Total	90%	10%	100%
	Faculty	87	73	160
	Percent of Total	54%	46%	100%
	Administrators & Staff	389	44	433
	Percent of Total	90%	10%	100%
	Total Employees	476	117	593
	Percent of Total	80%	20%	100%
Fall 2022	Students	2,123	264	2,387
	Percent of Total	89%	11%	100%
	Faculty	87	69	156
	Percent of Total	56%	44%	100%
	Administrators & Staff	410	46	456
	Percent of Total	90%	10%	100%
	Total Employees	497	115	612
	Percent of Total	81%	19%	100%
Fall 2023	Students	1,846	254	2,100
	Percent of Total	88%	12%	100%
	Faculty	73	70	143
	Percent of Total	51%	49%	100%
	Administrators & Staff	413	50	463
	Percent of Total	89%	11%	100%
	Total Employees	486	120	606
	Percent of Total	80%	20%	100%

OBJECTIVE I: To increase the number of targeted potential minority student contacts.

Activity	Timeline	Performance
A. Develop and nurture new and current articulation agreement with educational and service organizations.	Ongoing	New partnerships

Current Activities to Date

The University has continued partnerships with several surrounding school districts, community colleges, other educational institutions, organizations, the Arkansas Department of Education, the Arkansas Department of Higher Education and the U.S. Department of Education.

Activity	Timeline	Performance
B. Establish a diverse community based Advisory Board to assist with planning for diversity.	Ongoing	The Advising Board established guidelines for operating.

An updated list of Advisory Board on Diversity members is completed. The Director of Affirmative Action/Title IX Office will chair the board. The board meets twice per school year.

Activity	Timeline	Performance Measure
C. Increase marketing targeted to diverse populations	Ongoing	Marketing strategies will reflect diverse segmentation

2023-2024

The University continues its marketing campaign using university initiated activities as well as its marketing agency of record, The Design Group. Strategic marketing campaigns have been executed since the fall 2018 in advertising to minority communities. Additionally, the implementation of Workday allows for job postings throughout the University of Arkansas System. Thus, job openings continue to reach diverse audiences. Other marketing strategies include:

- Television ads on targeted networks (e.g. ESPN, TNT, TBS, TMC, BET, HGTV, ASPIRE, TV ONE, USA, Comedy Central, Bravo, VH1, etc.)
- Billboards using diverse student imagery in Little Rock, Pine Bluff, Memphis and Dallas.
- Purchased targeted urban-formatted radio buys in Little Rock, Pine Bluff, Camden, Helena/West Helena
- Purchased print advertisement on an on-going basis in communities of Pine Bluff (SEA Life Magazine)
- Continued use of the official Facebook page (www.facebook.com/uapinebluff), Twitter page (www.twitter.com/uapbinfo), Instagram page (www.instagram.com/uapb), YouTube Channel (www.youtube.com/uapbtelevision) and News Blog (www.uapbnews.wordpress.com) to connect with constituents on several platforms.
- Redesigned university website to drive recruitment of diverse student populations.

OBJECTIVE II: To strengthen the infrastructure to enroll and retain minority students.

Activity	Timeline	Performance Measure
A. Continue and strengthen collaboration with the Office of	Ongoing	International student increase and retention above previous year

The Division of Enrollment Management (EM) continues its collaboration with the Office of International Programs and Studies (OIPS) in order to improve international student enrollment and retention trends. The nature of this collaboration includes the shared roles by the Office of Admissions and OIPS in the international student application process whereby joint problem-solving occurs during the review of international student applications for purposes of issuing I-20 Forms. Staff in the Office of Admissions also serves as co-advisers to the International Students Association. OIPS continues to work closely with the Office of Recruitment to pilot new approaches to international student recruitment, involving increased engagement of faculty and staff in developing overseas relationships with universities, and other partners with the short or long-term goal of increasing international student recruitment and enrollment efforts. Members of the enrollment management team participate in meetings and working sessions during campus visits by prospective international student recruitment partners. In addition to these activities, formal and informal consultations between both units occur on an on-going basis.

Enrollment Trends: 2014 – 2024

During the 2023-2024 academic semester, enrollment trends continue to improve from the decline experienced due to the Covid-19 pandemic. UAPB has a recruitment goal of 50 international students per semester.

The table below reflects enrollment trends for active status (non-OPT) students since 2014:

Academic Cycle	Fall Semester Enrollment	Spring Semester Enrollment
2014 – 2015	38	42
2015 – 2016	50	38
2016 - 2017	53	49
2017 - 2018	47	48
2018 - 2019	49	46
2019 - 2020	52	50
2020 – 2021*	39	42
2021 - 2022	45	42
2022 - 2023	58	59
2023 - 2024	71	72

*International student enrollment was affected by the global pandemic.

Activity	Timeline	Performance Measures
B. Diversify Recruitment Staff	Ongoing	Staff (pd./volunteer) will reflect diversity

2023 - 2024

The Office of Recruitment strongly supports and understands the significance and impact of a diverse recruiting environment. Understanding that potential impact, the Recruitment Office has positive strides to our recruiter's physical presence, the new student applicant pool, student-prospect interests, school partnerships, schools targeted and visited by recruiters, schools visiting UAPB, and community partnerships, as a whole.

Recruitment's focus on diversity is demonstrated in recruitment initiatives and actions. Diversity in the recruitment staff has had a direct effect on an increase in minority enrollment. Additionally, academic departments have recruitment liaisons that partner with the Recruitment Office for various activities. Diversity is also reflected in the liaisons. These efforts to increase the diversity of the staff and thus the diversity of the student population have led to greater diversity in campus organizations and clubs. There has also been greater interest among local businesses to partner with the university.

The percent of non-traditional applicants that have visited the campus and applied for admissions has increased significantly.

OBJECTIVE III: To expand availability of alternative delivery platforms, sites and time.

ACTIVITIES	TIMELINE	PERFORMANCE
A. Increase number of on-line, evening and weekend courses by 10% per year for next five years	2023-2024	<p>In addition to the online graduate program in Addiction Studies, UAPB was recently approved to offer an online Master of Arts in Teaching program.</p> <p>UAPB is currently seeking approval to expand its online course offerings.</p>

2023-2024

Currently, more than 100 faculty members have been trained to teach online classes. On-line courses are offered fall, spring and summer sessions. On-line courses were offered as follows:

Fall 2023 Web-based and Hybrid numbers are: **149 course sections; 413 credit hours; 3,103** course enrollment; **8,253** student semester credit hours (SSCH); and **94** unduplicated instructors/faculty.

Spring 2024 Web-based and Hybrid numbers are: **139 course sections; 387 credit hours; 2,709** course enrollment; **7,313** student semester credit hours (SSCH); and **97** unduplicated instructors/faculty.

Conclusion

The university continues to place a priority on increasing minority student enrollment while maintaining a diverse faculty/staff. UAPB's long history of providing educational access to all interested persons regardless of race, ethnic or culture has created an environment that is known for its inclusion of diverse populations of students, faculty, and staff. UAPB's new strategic plan for the next seven years includes a goal to, "Recruit, develop, and retain diverse and excellent faculty and staff." We will continue building on this goal to ensure a diverse campus community.



UNIVERSITY OF ARKANSAS PULASKI TECH

2023-2024
Minority Recruitment and Retention
Annual Report

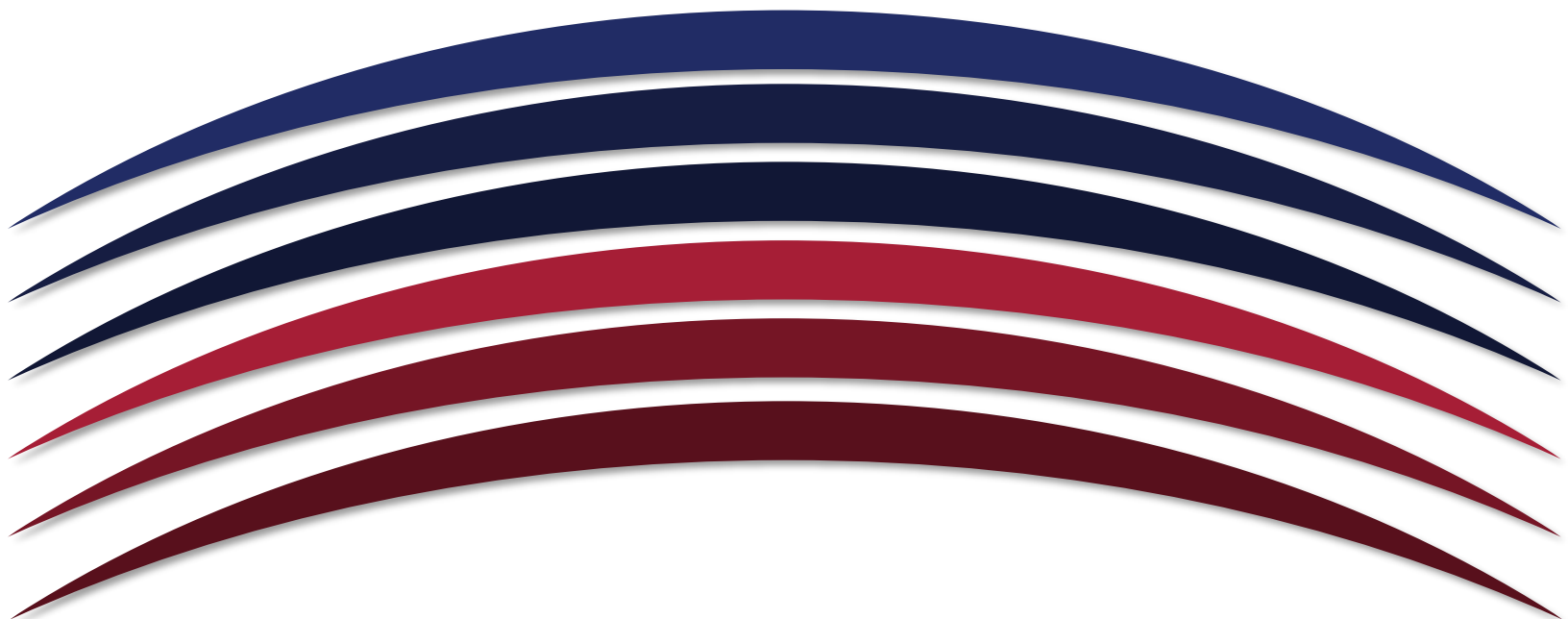


Table of Contents

Introduction and Background	2
Definitions	2
Responsibility for Implementation and Reporting.....	2
Minority Student Recruitment and Retention Goals Update.....	3
Minority Student Data Analysis.....	15
Minority Faculty and Staff Recruitment and Retention Goals Update	17
Minority Faculty and Staff Data Analysis	22
New Strategies and Activities for Minority Recruitment and Retention.....	26
Budget for Minority Recruitment and Retention	27

Introduction and Background

ACT 1091 of 1999 requires all state-supported colleges and universities to establish a program for recruiting and retaining minority students, faculty, and staff. A main provision of ACT 1091 requires each institution to prepare an annual progress report on the steps taken to reach the goals of the institution's Five-Year Minority Retention Plan.

UA-Pulaski Technical College (UA-PTC) is committed to enhancing the recruitment and retention of minority students, faculty, and staff. In compliance with Arkansas Act 1091 of 1999, the purpose of this document is to devise strategies, measures of effectiveness, and budgets for minority recruitment and retention. This plan represents an update to the ongoing process of minority recruitment and retention at UA-PTC.

Definitions

For purposes of this plan, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, Hawaiian/Pacific Islanders, and Native Americans. Throughout the plan, the names of racial groups have been truncated to black, Hispanic, Asian, Pacific Islanders, and Native American, and it is assumed that all members of these groups are Americans.

UA-PTC continues to implement the collection of new racial and ethnic codes based upon federal and state requirements for its student population on the Application for Admission of new, transfer, and readmitted students.

Responsibility for Implementation and Reporting

Responsibility for the Five-Year Plan implementation has been assigned to the Vice President of Enrollment Management and Student Life, Director of Human Resources, and Director of Public Relations and Marketing. The Office of Institutional Research will assemble the updates and submit the revisions to the Arkansas Department of Higher Education annually.

Minority Student Recruitment and Retention

Goal 1: UA-PTC will continue marketing the College to various audiences via diverse media and methods in order to recruit new students.

Strategies: UA-PTC will continue our diverse marketing strategy. Built into all marketing initiatives is an effort to portray a broad range of constituencies in visual media. UA-PTC markets the College through a variety of methods, including television advertising, radio advertising, print media advertising, internet and social marketing, and mass mailings. Advertising content is consistent in its depictions of diversity in visual mediums. In addition to running ads in major media outlets, the College also advertises in broadcast and print media that are geared toward African-American and Hispanic clientele such as KABF community radio sponsorship and Power 92 Jams.

Indicators of Effectiveness: UA-PTC will continue to monitor demographic statistics pertinent to our enrollment and service area population in order to select the best avenues for advertising. The College will work with media outlets to select the proper times and formats for such advertising. Where applicable, surveys may be done to research how new enrollees at UA-PTC first heard about the College.

Timeline: Ongoing.

Status Report: UA-PTC maintains a robust marketing strategy that includes digital marketing, social media marketing, traditional media such as radio and television, and outdoor billboard marketing.

Mass market advertising is not necessarily geographical in nature but targeting (when available, such as in social media or digital ads) ensures broad coverage across central Arkansas, including in majority-minority areas, such as zip codes 72202, 72204, 72206, 72209, 72114, and 72118.

The college has run radio schedules on KIPR FM (Power 92), the station with the largest African American market share in central Arkansas, for six of the past 12 months. CHARTS programming was marketed on KOKY as well. Additionally, the college purchased a sponsorship package on KABF 88.3 Community radio which included promotional spots in English and Spanish. The station caters to numerous low-income and marginalized populations in central Arkansas.

All forms of visual media are screened to ensure they reflect the diversity of our student populations, thus African American, Latino, and female students are depicted in most ads with more than one student and in at least half of the ads with a single student. Likewise, printed recruitment materials are designed to be reflective of the demographics we serve. No surveys were conducted during the last academic year.

Goal 2: UA-PTC will provide effective and efficient admissions and enrollment services.

Strategies: UA-PTC will continue providing adequate professional support at all locations for the admissions and enrollment process while looking for continuous ways to improve. Admissions and enrollment services staff will collaborate with other college faculty, staff, and programs to enhance student recruitment and retention efforts. As a comprehensive strategy, such professional support benefits the entire campus

community that focuses on serving its minority student population. UA-PTC staff, in conjunction with the Career Pathways, Career Coach, and JAG programs, continue to work with both local high schools and college students, that serve large populations of minority students, to provide services that result in a smooth and successful transition to full-time college attendance.

Indicators of Effectiveness: The College administers the Noel Levitz Student Satisfaction Inventory at all locations every two years. Any areas of student dissatisfaction are reviewed and strategies for improvement are explored. When applicable, the College will conduct additional surveys to evaluate the effectiveness of services. The College will continue to monitor the demographic data of applicants, students who follow through with enrollment, and the general service area populations. UA-PTC expects to maintain or increase minority application and enrollment at rates higher than the general population.

Timeline: Ongoing

Status Report: For the 2023-2024 academic year, UA-PTC had a slight decrease in admissions applications and continued to experience notable changes in the results of both admissions applications and student enrollment by race and ethnicity. The percentage of Black or African Americans making up UA-PTC's student body increased from 38.7% for Fall 2022 to 40% for Fall 2023, and Hispanics of any race increased from 11.8% for Fall 2022 to 13.3% for Fall 2023. The percentage of UA-PTC's student body for Whites decreased from 38.9% to 36.7% for the same semesters. Overall, coinciding with the increase in Black or African Americans and Hispanics of any race, the overall percentage of minority students (Black or African American, Hispanics of any race, two or more races, Asian, Nonresidents, American Indian or Alaska Native, & Native Hawaiian or Other Pacific Islander) making up UA-PTC's student body increased from 58.5% in Fall 2022 to 60.8% in Fall 2023.

As part of our ongoing commitment to enhancing the admissions and enrollment process, a new admissions coordinator position was filled before the Fall 2023 semester. This position, strategically positioned at UA-PTC's South site, has significantly improved the efficiency and communication outreach services provided to students applying to programs offered explicitly at that location.

To assist new applicants in enrolling for classes, UA-PTC has invested more resources in implementing large calling campaigns that focus on helping students with admissions applications, completing the FAFSA, and registering for classes. For example, on June 12th, 2023, 347 students were called to offer assistance with completing their college admissions application. Of the 347 called, 76 (22%) indicated they needed help and were directly followed up with by UA-PTC staff.

The Buffalo Noel Levitz Student Satisfaction Inventory survey was administered in Spring 2024, and the results, once received, will be published here: [Institutional Research \(uaptc.edu\)](https://uaptc.edu/institutional-research)

Goal 3: UA-PTC will maintain and revise as needed student orientation services.

Strategies: UA-PTC will continue to expand and market services that support new student success. As a comprehensive strategy, such student services benefit the entire campus community as well as the growing minority student population. Important factors in minority student retention are ensuring that students are knowledgeable about the support services available to them and that they have good study habits. High-quality orientation sessions must be delivered at the beginning of a student's college experience to provide initial information and awareness about the student's college career and institutional resources. The College's first-year experience course reinforces all new student orientation information and fills in any potential gaps that could impact student success. Toward that end, UA-PTC will continue to take the following actions:

(a) *New Student Orientation:* Orientation programs are commonly utilized by colleges and universities in order to familiarize new students with the following information: introduction to college life, campus policies and procedures, academic curriculum, financial aid, introduction to college staff, and a campus tour. UA-PTC recommends all first-time entering, degree-seeking students attend an on-campus orientation prior to enrollment. UA-PTC currently offers new student orientation prior to the beginning of the fall and spring semesters. In addition, the institution offers both a self-paced online orientation and a live virtual orientation experience. The goal is to provide maximum access to orientation experiences and resources.

(b) *College Pathway (College Studies):* This course is required of all students who are considered academically disadvantaged by placing into two or more developmental. The course is also recommended for all first-time entering, degree-seeking students. The course provides students with the following information: time management, discovering learning styles, diversity, stress management, career planning, note-taking, study strategies, test-taking, computer skills, listening skills, and decision-making (especially in reference to future educational planning).

(c) *Career Essentials (College Studies):* Career Essentials may be taken by students seeking an Associate of Applied Science degree or a Technical Certificate. The course is designed to allow students to take a comprehensive approach to career planning. Utilizing career assessments and employment data, students are able to decide on a major, select a career, and develop a plan for achieving educational, financial, and career goals. The course focuses on refining pre-employment skills, reinforcing work ethics and values, exploring employment trends and issues, and developing writing and public speaking skills. In addition, students explore learning styles and construct strategies for success in college and the world of work. Students learn how to manage time effectively, utilize effective reading, note-taking, and test-taking strategies; and maintain personal health as a part of life-long learning. At the end of the semester, students are able to network with their division deans and administrators at the college-sponsored career reception. Throughout the semester, students work with the instructor to develop a theme and coordinate this culminating event.

Indicators of Effectiveness: Statistics regarding orientation completion and subsequent retention and College Pathway and Career Essentials enrollment, grades, and assessment of student learning outcomes will be continuously monitored. Student Course Evaluation results are provided to faculty and after review, strategies for improvement are explored.

Timeline: Ongoing.

Status Report:


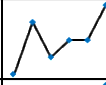


New Student Orientation increased the number of sessions from 21 to 45 sessions between June 2023-May 2024. An online self-paced option is available for students, but the majority of students attended an in-person session. In total, 401 students went through new student orientation. Through more orientation sessions, UA-PTC is able to offer several different opportunities for first-time-entering students to learn about the important tools needed for success and to familiarize themselves with campus resources.

At the end of each orientation session, students are asked to complete a post-event survey. When asked if the event meets their expectations, 58% said the event went beyond their expectations, 60% said the event met the expectations, and 5% said it was below their expectations. To address the 5%, entry with a below expectation selection has been carefully reviewed. If the entry contains a comment/suggestion, that comment/suggestion has influenced any changes made to the remaining sessions.

Comparing results between 2023 and 2024; when asked about their overall satisfaction with the event, Very Satisfied increased 48% to 91.1% , Somewhat Satisfied decreased 8.7% to 3.3%, Neither Satisfied or Dissatisfied decreased from 17% to 4.9%, Somewhat Dissatisfied decreased from 1.4% to 0%, and Very Dissatisfied decreased from 3% to 0%.

College Pathways In Fall 2023 a Diversity Inclusion and Communication case study is assigned as part of the class curriculum. The learning outcome for this assignment is to reflect on why it is important to appreciate diversity, inclusion, and communication by defining diversity, discussing inclusion, and actively practicing communication strategies. 250 students took this course in Fall 2023; 74% of students successfully completed the assignment, an increase of 9% over the previous Fall. In Spring 2024 a True/False quiz is assigned. The learning outcome for this assignment is to measure students' level of understanding of diversity, inclusion, and communication. Of the 122 students enrolled in the College Pathways course in Spring 2024, 75% successfully completed the quiz.

Course Pass Rates are determined by students who complete the course with a grade of D or higher. Spring 2024 had an average Pass Rate of 63% which is a decrease of 5% compared to Spring 2023. Student Course Evaluations are given the last two weeks of class each semester. The following sample provides the trend of student satisfaction over the past six semesters.

	Evaluation Response Mean out of 5 points						
	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	
Instructor clearly stated the objectives and expectations for this course	4.8	4.8	4.7	4.7	4.8	4.9	
The instructor encourages students to participate in class discussions and ask questions	4.4	4.7	4.5	4.6	4.6	4.8	
The instructor is responsive and helpful to students	4.7	4.8	4.6	4.8	4.7	4.9	
The instructor provides timely information concerning progress and grades	4.7	4.8	4.6	4.7	4.8	5.0	

Goal 4: UA-PTC will maintain student counseling and academic advising services to aid in the retention of students.

Strategies: As funding becomes available, UA-PTC will continue to expand counseling and advising programs, especially to continuing students, and revise placement scores in accordance with state law for developmental and college gatekeeper courses. Another important factor in minority student retention is students' selection of the appropriate courses and programs in relation to their interests and educational preparation. Toward that end, UA-PTC will continue to take the following actions:

(a) *Placement Testing:* UA-PTC has a comprehensive placement testing program that enables the college to place students in the appropriate level of courses based on their educational preparation. In accordance with Arkansas law, all students enrolling in college-level mathematics or English will be tested for placement purposes. Students failing to achieve designated scores on the various components of the ACT or ACCUPLACER tests will be required to complete developmental education courses with a passing grade. Placement testing is offered at both the main campus and the Little Rock-South site.

(b) *Developmental Education:* UA-PTC has a comprehensive developmental (remedial) education program in reading, math, and writing that is designed to assist students in preparing for success in college-level courses. The college primarily uses a co-requisite model to ensure students are progressing through gateway courses as quickly as possible.

(c) *Career Services:* UA-PTC has a career counseling office that provides students with career orientation and exploration resources in order to assist them in selecting an educational program that is suited to their interests. Employment assistance is also provided through an annual job fair, daily job postings, on-campus recruiting, and information sessions. Employment readiness workshops are occasionally offered to assist students with resume writing, interview skills, and other aspects of the job search.

(d) *Academic Advising:* UA-PTC currently provides academic advising to assist all new and current enrollees with mentoring, degree planning, course selection, and career planning. The institution uses a case-management advising model to provide consistent access and mentoring to all students. New students are assigned to a full-time staff advisor, while current/continuing students are assigned to a faculty advisor, who is considered to be an expert in their chosen field of study.

(e) *Early Alert System:* UA-PTC has an Early Alert System to help identify at-risk students, provide support and improve retention and graduation rates. It is designed to assist students who may be experiencing academic or personal difficulties by providing the necessary tools and resources to help them succeed.

(f) *TRIO Student Support Services:* The UA-PTC TRIO Support Services program is a Student Support Services (SSS) program funded by the United States Department of Education. The goals of TRIO are to help participants have a successful college experience and achieve their academic and personal goals. The program serves 180 UA-PTC students who qualify for services; students must be first-generation college students (neither parent has a baccalaureate degree), meet income requirements based on family size, and/or have a documented disability. Services provided by the program include the following: mentoring, tutorial services both online and in a lab setting; academic, financial, and personal counseling;

assistance in securing admission and financial aid for enrollment in four-year institutions; and access to cultural opportunities and trips.

(g) *Career Pathways*: The Career Pathways Initiative at UA-PTC is designed to provide support services and direct financial assistance to parents who are 250% below the federal poverty level that want to increase their education and employability. The program is funded as part of the federal TANF (Temporary Assistance for Needy Families) program and is supported by the Arkansas Division of Workforce Services and the Arkansas Division of Higher Education. The Career Pathways program at UA-PTC serves approximately 150-200 students each year, based on funding. Career Pathways participants will have access to the following: financial assistance with student support in the form of transportation, tuition, books, child care, funds for course-related supplies; assistance finding jobs while in school and careers upon graduation; computer lab for doing homework and improving computer skills; laptop and calculator loan program; assistance navigating student portal and completion of FAFSA. Workshops are provided each semester on topics such as advising, financial aid, dress for success, money management, mental health, domestic violence, etc., to increase student success and retention. Staff is available to assist students with personal counseling and academic records review.

(h) *TRIO Veterans Upward Bound*: The UA-PTC TRIO Veterans Upward Bound Program (VUB) is a veteran support program funded by the United States Department of Education. The program is designed to help eligible U.S. military veterans refresh their academic skills so that they may successfully complete the postsecondary school of their choice. The program serves 130 low-income, first-generation, and/or disabled veterans who served at least 180 days on active duty and received an honorable discharge. The TRIO VUB staff work one-on-one with enrolled participants to assist them in reaching their academic goals by administering pre-and-post assessments to determine areas of strengths and weaknesses and helping participants plan by using tools such as free classes in remedial math and English. Veterans are also offered refresher courses in basic computer skills. The VUB staff offer academic advising, tutoring, personal counseling, career advising, assistance completing the financial aid application, assistance finding and completing scholarship applications, financial literacy, assistance completing college applications, and cultural trips.

Indicators of Effectiveness: General Education courses are annually evaluated regarding student learning outcomes, and changes are implemented based upon findings. Other support services for academic and advising maintain tracking and survey evaluations to assess effectiveness.

Timeline: Ongoing.

Status Report:

Placement Testing UA-PTC administered over 2,500 Accuplacer Placement Exams to determine appropriate course-level placement for incoming students. Placement testing was offered at both the NLR-Main Campus and South Site and at 19 partner high school sites for the 2023-2024 period. The number of placement exams given increased by 25% from the previous academic year.

Fall 2024, UAPTC will begin to pilot a multiple measures placement program using high school grade point average (GPA). This pilot may allow students to place into college-level English, Mathematics, and Reading Intensive courses without having to take developmental courses if eligible. The high school GPA

is part of a multiple measures assessment initiative shepherded around the state by the Arkansas Division of Higher Education.

Early Alert Due to a change to the college's student information system the college has had to explore a new product for early alert submission. The Student Assistance Coordinator created a form that is housed on the UA-PTC website for early alert submission. The form will go live in the Fall of 2024. Faculty will find the form under the Faculty/Staff section of the About tab on the website. The form will allow instructors to submit multiple alerts at the same time. Information collected will include the reason for the alert, an inquiry about the interventions that have been implemented, and the desired result. The reasons for the alert include attendance, missing or late assignments, poor quality of work, lack of motivation, inadequate computer skills, risk of failing, time management skills, family concerns, and medical/mental health concerns. These reasons were selected as options due to the most common alerts and comments provided in the old Early Alert system. Once the alert is submitted, the submitter will receive confirmation of their submission. The Student Assistance Coordinator will track each alert in a spreadsheet and a cohort in Workday, reach out to the student, and keep the instructor informed of any progress made for the alert.

Developmental Education Pass rates are determined by students who completed the course with a grade of C or better. *Foundations of Literacy* pass rates for all minority students decreased from an average of 76% in 2022-2023 to 72% in 2023-2024. *English Composition Review* increased from an average of 63% in 2022-2023 to 64% in 2023-2024. *Mathematical Reasoning Support* pass rate average for all minority students decreased from an average of 76% in 2022-2023 to 68% in 2023-2024. *College Algebra Support* pass rate average for all minority students increased from 82% in 2022-2023 to 83% in 2023-2024.

Career Services In 2022-2023, the Office of Academic Advising and Career Services began overhauling our Career Services component. In Fall 2023 Career Services relocated in order to better serve students. This relocation included access to a workshop space, proper closet area, and dressing room. Available workshops expanded to include additional skills like Emotional Intelligence and AI in the Workplace. Multiple in-person industry fairs were held, targeting specific career paths including technical sciences, allied health, and general employment. General employment fairs have been opened up to the public as a community resource for employment opportunities. Virtual recruitment events for larger industries were shared with targeted faculty and staff to encourage student engagement. Career Services web pages have undergone significant overhaul to provide better information and access to services for students, including the creation of a reservation scheduling queue, request forms for students seeking employment assistance, internship opportunities, and mentoring guidance. The job board has also seen an overhaul and is now geared toward industry and programs of study. Career Services has been working with the webmaster to ensure both the website and job board meet accessibility standards as changes have taken place. IT has built, within the institution's mobile app, a targeted Career Services channel for students and interested community members to stay up-to-date on events and opportunities. Since the website overhaul, Career Services has seen an increase in engagement in several areas. Career Services has been exploring and expanding access to employment-related services and resources for students with disabilities and seeking to identify and share employment opportunities for justice-aligned students. Career Services has seen an increase in alumni seeking resume overhauls and employment assistance. Partnering with JAG Career Coaches, Career Pathways, and the Practical Nursing program has provided

much-needed collaboration between departments to more effectively target minority and other at-risk populations. For the 2024-2025 academic year, Career Services will continue website and job board overhauls; more efficient messaging for students, faculty/staff, and industry partners; expansion of the Career Closet; diverse workshop opportunities; greater program visibility for undecided students; and will increase direct student contact with employers, increase student engagement, and explore potential avenues for more and better data collection.

Academic Advising continues to see success using the QLess online queue system for both scheduled appointments and walk-in advising. In general, efficiency has increased and wait times have decreased which, in turn, increases student satisfaction and retention. Academic Advising has seen improved communication with students and the general public using our new phone queue system. Academic Advising has increased retention efforts by utilizing text and email campaigns to communicate with new and continuing students encouraging non-enrolled students to register for classes. Our office hosted two transfer fairs during the year, hosting 30 colleges/universities and approximately 100 students.

TRIO Student Support Services provided workshops, cultural events, and transfer trips to 180 students (73% of minority race) this year. Those events included the following: Murrays Dinner Playhouse, Arkansas Repertory Theater, Graven Woodland Gardens, Ballet Arkansas, Dixie Stampede, The Feel of Money Workshop, Arkansas Car Museum, Learn How to Save and Manage Your Money Workshop, Arkansas Museum of Fine Arts Event, Art of Sewing, Spoofs, Scams, and Catfish Workshop, Money is My Friend Workshop, Learn How to Save and Manage Your Money Workshop, Southern Bancorp Savings Plan Workshop, Road to Wealth Workshop, Time Management Workshop, Paying Your Way Through College Workshop, Single Parent Scholarship Workshop, Learning to Manage Wealth Workshop, Self-Care Workshop, Boost Admissions Workshop, UA-PTC Foundation Scholarship Workshop, and Renting to Home Buying Workshop. Transfer Trips: University of Arkansas Fayetteville, University of Central Arkansas, Arkansas State University, Arkansas Tech, University of Arkansas Little Rock, and University of Arkansas Medical Sciences.

Career Pathways had an increase in enrollment this year. We offered various workshops such as Time Management, Advising, Spending Money Wisely, Stress Management, Self-Care, Advising, Financial Literacy, Career Services, Time Management, Anxiety, Foundation Scholarship, and Home Ownership to help enhance student learning and life skills. Currently, we have 230 African American students, 6 Hispanic students, and 49 white students, all of these students numbers have increased, since last year. We are currently serving three non-custodial parents. Career Pathways Initiative has also recently partnered with UALR to implement a pilot program with their nursing students which will provide them the opportunity to get assistance with tuition, fees, books, transportation, and childcare while working on their degree. Since our partnership, we have had 15 University of Arkansas of Little Rock students graduate from the Nursing Program.

TRIO Veterans Upward Bound provided support to 130 students (82% of minority race) this year and provided the following workshops and cultural events: Murry's Dinner Playhouse, UA-PTC Safety Workshop, CPR Training, Financial Literacy Workshop, Bank Fraud Workshop, Health Insurance Workshop, Disability Services Presentation, Avoiding Financial Fees, how to Handle Stress and an End of the Year Banquet to celebrate student success.

Goal 5: UA-PTC will support the development of student life programs.

UA-PTC is primarily a commuter college with many part-time students and it is important for the College to promote student life activities in order for students to interact positively with other students, faculty, and staff in venues outside of the classroom and for students to further develop leadership abilities. The Dean of Student Life and Wellness along with the Coordinator of Student Life and Leadership coordinates College-sponsored student life events and oversees the approval process for college-recognized student organizations and advises the Student Senate and Student Ambassadors.

Strategies: UA-PTC will continue to offer college-sponsored events and involve the student community in planning, leadership, and implementation.

Indicators of Effectiveness: While it is difficult to get exact headcounts at open campus events, participation appears to be on target with college goals. Among student organizations, including SGA, participation statistics and committee minutes are easier to assess for access and effectiveness. The College will continue to monitor such efforts and assist where applicable according to College policies.

Timeline: Ongoing.

Status Report:

UAPTC in-person and virtual events were back in full force, with 63 events occurring for the 2023-2024 academic year. Out of those 59 events, 15 were student-led by UAPTC student organizations. These events included community service activities, voter registration drives, personal finance seminars, career exploration, and networking events. 5 students attended the ACC Student Leadership Conference in Spring 2024, and 2 students attended the UCA Leadership Summit. At the Annual Celebrating Student Milestones Program, 154 student awards were given for exceptional student achievement.

Student Life and Leadership currently lists 15 (fifteen) approved student organizations the name and descriptions of each are as follows:

Amicus Curiae Paralegal Club – Paralegal Club introduces students to the field of legal studies and related subjects at UA-Pulaski Technical College. Members are offered an opportunity to expand their legal knowledge and develop a greater understanding of the legal field. The club regularly holds meetings and events in which Paralegal Club members may network with members of the legal field and other UA-PTC students, faculty, and staff. Any student who is enrolled at UA-PTC as a student and has at least a 2.5-grade point average is eligible for membership.

Chi Alpha – Chi Alpha's mission is to develop the spiritual life and abilities of students in relations to GOD, to each other, and to the world at large. Chi Alpha seeks to introduce fellow collegians to an authentic relationship with Jesus Christ through the teachings of the Assemblies of God USA and the Pentecostal Christian context.

College Health and Nutrition Club -The College Health and Nutrition Club promotes awareness and education about health, nutrition, and overall wellness for college students. The

Club supports and encourages healthy lifestyle choices and provides opportunities for students to learn, discuss, and engage in activities and events related to health and nutrition.

Fine Arts Association – Fine Arts Association aims to promote, educate, and appreciate all avenues of the Fine Arts including, but not limited to: Visual Arts, Performing Arts, and Creative Writing.

Metro Student Ministries – UA-PTC is a state-supported institution and therefore non-denominational. The purposes of Metro Student Ministries are to encourage student fellowship, to develop student leadership skills, to provide opportunities for the study of Bible and to practice its teachings, to organize students for service and ministry projects, to assist students in communicating the meaning of their faith in significant ways, and to offer guidance as students face crises and critical choices in life. Membership is open.

Phi Theta Kappa – Phi Theta Kappa is an international honor society that promotes academic excellence. Phi Theta Kappa strives to create an intellectual climate that fosters academic excellence, protects academic integrity, and develops leadership. Each fall and spring semester invitation to membership is extended by the chapter to students who have completed a minimum of 18 credit hours at UA-PTC that are clearly applicable to an associate degree with a minimum 3.50 cumulative grade-point average. The minimum 18 credit hours must include at least three credit hours of general education courses applicable to the associate degree being pursued.

Political Science and History Club – The purpose of the History Club is to promote and educate the campus community about history and how it influences everyday life. Club activities include visits to local historical sites and museums.

Psychology Society-The purpose of the Psychology Society is to educate the UA-PTC community about the field of psychology and its uses in everyday life to bring about awareness on issues related to the field of psychology and mental health. The Psychology Society's goal is to connect students to school, build a sense of community, and allow students to discover their passions and strengths for future education and careers. Members may network with professionals within the field of psychology during events and meetings and with fellow club members.

Rainbow Alliance – The Rainbow Alliance is a safe, supportive community for LGBTQIA+ students and allies. This organization fosters an atmosphere of awareness and acceptance of all individuals.

Science Club - The UA-PTC Science Club is open to any currently enrolled student at UA-PTC who is interested in science or STEM. There are no dues required for membership. Recent events include the Solar Eclipse watch party for the campus.

Sigma Kappa Delta – The Society is a chapter of Sigma Kappa Delta, the National English Honors Society for Two-Year Colleges. Sigma Kappa Delta strives to create cultural stimulation,

promote interest in literature and the English language, and exhibit high standards of academic excellence among its members. Each fall semester invitation to membership is extended by the chapter to students who have completed a minimum of one college course in English language or literature and who have also completed a minimum of 12 credit hours at UA-PTC. The candidate shall have no grade lower than a B in English and must have a 3.30 cumulative grade point average.

Student Ambassadors – The Vice Chancellor for Enrollment Management and Dean of Student Life and Wellness departments coordinate the Student Ambassadors program, which assigns Ambassadors to activities designed to promote the college and recruit students. Activities include both on-campus and off-campus activities, such as community festivals and fairs, business expos and community special events within the college's service area. Student Ambassadors also assist other campus offices with special events, many of which are geared toward minority students. For example, ambassadors work at CHARTS events and Gallery Openings.

Student Senate – The membership of the Student Senate consists of elected positions and Recognized Student Organization representatives. Elections are held each fall for SGA At-Large Representatives. The Student Senate's main objectives are to serve as student representatives and act as a liaison between administration/faculty/staff and students, campus activities, community service, fundraising, and advocacy. An advisor is appointed by the college administration.

Skills USA – Membership in Skills USA is open to students interested in the various career fields represented. The purpose of Skills USA is to help the student develop social and leadership skills. The clubs' members and advisors will conduct activities that enhance the development of these skills. The activities may include events between two-year institutions and between students, such as parliamentary procedure contests, troubleshooting contests for mechanics, nail tech, and many more contests.

Virtual Finance Club – The virtual finance club is a great way for students to grow their skills and professional network. This student organization aims to promote, educate, and foster an appreciation of financial topics and business. Experts regularly attend meetings and speak on topics such as (but not limited to) budgeting, taxes, loans, home buying, investing and many more.

Goal 6: UA-PTC will support cultural awareness activities among the student body.

Under the College's new shared governance structure, cultural diversity activities are now planned through a collaborative effort between the Cultural Diversity and Community Involvement Committee, Valuing Stakeholders Council, and the Charts Programming Advisory Board. The intended audience is students and community stakeholders.

Strategies: Under the College's shared governance structure, cultural diversity activities are planned through a collaborative effort between the Cultural Diversity and Community Involvement Committee, Valuing

Stakeholders Council, and the Charts Programming Advisory Board. The Cultural Diversity and Community Involvement Committee makes recommendations for cultural awareness activities to the Valuing Stakeholders Council where the Chair of the Cultural Diversity and Community Involvement Committee holds a seat.

Indicators of Effectiveness: Participation statistics and committee meeting minutes are kept for activities scheduled.

Timeline: Ongoing.

Status Report:

The Cultural Diversity and Community Involvement Committee had 15 faculty and staff members and one student member in the academic year 2023-2024. The committee met monthly between September and May. Agenda items included DI&E Programing and Activities, Hispanic Heritage Month, MLK Day 2024 Event, Black History Month Events, and Book Club selections based on the Cultural Diversity Calendar.

The following cultural events were promoted for students, employees, and the community. The Cultural Diversity and Community Involvement Committee was involved in the planning and promotion of the events. All were marketed by various means, including email newsletters, the college website and social media channels, and traditional media outreach.

Windgate Gallery Exhibits:

- The Fourth Grade Project Sept. 1 - October 20, 2023
- Pete Souza - Two Presidents, One Photographer - November 9 - December 15, 2023
- How We Rebuild - January 28 - March 16, 2024.
- Student Art Competitive - April 4 - May 6, 2024

CHARTS Theater:

- The Complete Works of William Shakespeare (Abridged) - 9/9/23
- Los Lobos - 9/27/23
- Ruben & Clay: Twenty | The Tour - 10/25/23
- Sons of Serendip - 11/15/23
- Simply Sondheim - 4/11/24

UA-PTC's Chat & Chew Virtual Book Club Series

- Poverty, by America by Matthew Desmond, 9/15.24
- The Heaven & Earth Grocery Store by James McBride 4/10/24

Other

- Feb. 1 – March 2023 - Black History Month – a different historically significant quote by a noteworthy African American figure was shared on college social media accounts each day.
- MLK, Jr. Panel Discussion event inequity in mental health on Jan. 25. Panelists Panel Discussions:
 - MLK - 1/24/24
 - Minority Business Ownership - 2/7/24
 - Women's History Month - 3/27/24

Student Data Analysis

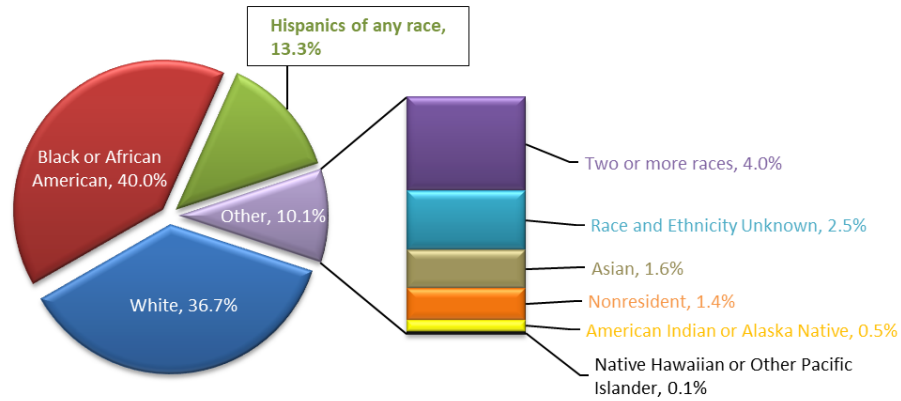
UA-PTC experiences a high volume in minority admission applications and subsequent enrollment. Black or African American students continue to comprise the largest minority racial/ethnic demographic among UA-PTC’s enrolled student population.

UA-PTC’s reporting year begins July 1, 2023 and ends June 30, 2024 and as such historical reports are comprised of a total unduplicated headcount for that reporting year. However, with this report’s submission due date prior to the end of the reporting period, this report reflects enrollment numbers for Fall 2023 only.

In Fall 2023, UA-PTC experienced a one percent increase in enrollment for Black or African American students over the 2022 Fall term. The number of Hispanics of any race also increased by one percent from Fall to Fall. In the 2023 Fall term, minority students made up 63 percent of the student body, compared to 61 percent in the previous Fall. In Table I and Chart I the 2023 Fall student population is broken out by race/ethnicity.

Table I Fall 2023 Student Enrollment		
Race/Ethnicity	Headcount	Percentage of Total Population
Black or African American	1667	40%
White	1530	37%
Hispanics of any race	553	13%
Two or more races	166	4%
Race and Ethnicity Unknown	105	3%
Asian	67	2%
U.S. Nonresident	57	1%
American Indian or Alaska Native	20	>1%
Native Hawaiian or Other Pacific Islander	5	>1%

Chart 1
Enrollment by Race & Ethnicity



UA-PTC is ranked among the top 100 colleges nationally for diversity in degree conferrals in the annual list published by *Diverse: Issues In Higher Education*, Top 100 Degree Producers, which gives rankings of the institutions that confer the most degrees to minority students. UA-PTC is ranked #87 with 273 degrees conferred to minority students. It is the only school in Arkansas placed in the top 100 for African American students. See the entire list at <https://top100.diverseeducation.com/> Each list provides the total for the previous year, followed by the reporting year counts for males, females, and total. The final two columns show two percentages. The first percentage indicates how the number of the minority category degree recipients compares with all degree recipients at that institution within that discipline. The second percentage column indicates the percentage change in that minority group's number of graduates at that institution from the previous year.

Goal 1: UA-PTC will provide exceptional human resources services in the areas of recruitment, employment, new employee orientation, employee relations, interpretation of policies and procedures, and the maintenance of personnel records.

The Office of Human Resources at UA-PTC actively recruits full-time and part-time faculty positions in conjunction with the academic divisions of the College. The office accepts applications for employment without regard to race, color, creed, religion, sex, age, national origin, or disability of qualified handicapped individuals. The Office of Human Resources also decides to seat interview committees whose membership is made up of a diverse and neutral cross-section of the campus community.

Strategies: UA-PTC will continue to support a fair and professional human resources process for recruiting and hiring full-time and adjunct faculty members as well as full-time and part-time staff.

Indicators of Effectiveness: On an annual basis, monitor employment selection data for year-to-year comparisons. Data includes the gender, race, and ethnicity of individuals who were hired. Monitor the racial, ethnic, and gender makeup of interview committees to ensure the inclusion of racial and ethnic minorities and/or other individuals with diversity competence.

Timeline: Ongoing.

Status Report: The Office of Human Resources has implemented targeted outreach strategies to connect with underrepresented communities. These initiatives include attending job fairs, partnering with other Universities to expand our talent pool, and utilizing online platforms that cater to diverse professionals. These efforts will ensure that our recruitment practices reach a wider range of qualified candidates.

To ensure the effectiveness of our initiatives, we will establish measurable goals and regularly track our progress. We are committed to maintaining a workplace environment that celebrates diversity and fosters an inclusive culture. By implementing these initiatives, we aim to attract and retain talented individuals from all backgrounds, resulting in a stronger and more innovative UA-PTC.

Goal 2: UA-PTC will provide opportunities for professional development.

Strategies: Each academic year, faculty and staff members are provided with numerous on-campus professional development opportunities that begin with convocation in August and with other off-campus opportunities throughout the year. Supervisors will work with their employees in determining appropriate professional development activities to attend in the upcoming year. Professional development opportunities for employees include College support for attendance at professional conferences and workshops, tuition waivers for UA-PTC courses, program development grants, information technology training, and in-service training. A full-time staff member in the Professional Development Institute has the responsibility for coordinating and improving on-campus professional development for all employees.

Indicators of Effectiveness: Faculty and staff participation in professional development activities are reviewed at the end of each fiscal year. The College maintains demographic data on employees of UA-PTC and monitors trends in professional development.

Timeline: Ongoing

Status Report: Participation in Diversity, Equity, & Inclusion specific sessions decreased from 11 to 10. Training types offered to all employees include a Certificate of Completion (Certificate), Special meeting with attendee tracking (Meeting), Instructor-led training (Instructor), Training completed online (Online), and Webinars or recorded Training (Webinar). In instances where the training is instructor-led but a Certificate of Completion is offered it is coded as Certificate. If the training is online but instructor-led, it is coded as Instructor.

Table 2 provides all session participation from July 1, 2023, until now. The totals in this table are duplicated.

Table 2			
AY 2023-2024 Session Participants			
Faculty	Full-time	Part-Time	Total
Certificate	256	80	336
Conference	12	1	13
Instructor	888	48	936
Meeting	136	1	137
Online	150	33	183
Speaker	3	0	3
Webinar	25	2	27
Staff	Full-time	Part-Time	Total
Certificate	323	167	490
Conference	19	0	19
Instructor	577	33	610
Meeting	93	5	98
Online	244	79	323
Speaker	10	1	11
Webinar	24	0	24
	2,760	450	3,214

This year the following Diversity, Equity, & Inclusion specific sessions were offered to all employees, see Table 3:

Table 3
AY 2023-2024 Sessions

Session Name	# Attended
Counseling & Disability Services	16
Diversity Awareness	1
ACUE: Foster a Culture of Belonging	10
Counseling & Disability Services	9
Minority Business/Entrepreneurship Panel	16
The New Orleans Four & The Civil Rights Movement	2
2024 APC - Observation & Celebration: The Value of Difference	20
2024 APC - Team Building: I Am, But I Am Not: Differences and Similarities	25
2024 APC - Team Building: It Takes All Kinds - Each Piece Fits	22
2024 APC - Unconscious/Implicit Bias Webinars (3)	22

Goal 3: UA-PTC will foster opportunities for advancement.

Strategies: UA-PTC encourages faculty and staff to apply for new positions that become available at the College. UA-PTC applies affirmative action principles to all job searches. In order to promote the goal of minority faculty and staff retention, UA-PTC will post notices of all job openings internally in addition to external postings.

Indicators of Effectiveness: The College maintains demographic data on employees of UA-PTC and monitors trends in promotions and job changes.

Timeline: Ongoing.

Status Report: UA-PTC has increased the total number of promotions from 33 last fiscal year to 38 this fiscal year. This positive change is attributed to enhanced career development and performance-based initiatives. Despite the overall increase in promotions, we regret to note a decrease in the number of promotions awarded to minorities, from 11 last fiscal year to 8 this fiscal year. To increase the number of minority promotions HR is committed to fostering a diverse and inclusive workplace and will continue to monitor the advancement of all employees.

Goal 4: UA-PTC will support cultural awareness activities on campus and in the community.

Strategies: A factor in promoting minority faculty and staff retention is cultural awareness on the part of everyone on campus. The College will continue to promote cultural awareness on the campus and the greater community by making use of the following:

- (a) *Cultural Diversity and Community Involvement Committee:* The Cultural Diversity and Community Involvement Committee is embedded into the institution's shared governance structure. The committee's charter is to provide guidance to the college administration and board through the Valuing University of Arkansas - Pulaski Technical College

Stakeholders Council on matters regarding diversity, equity, inclusion, and community involvement. The committee strives to increase cultural awareness and minority retention by providing programs and activities that are inclusive and embrace the diverse populations on campus. The committee is composed of 15 members of the UA-PTC faculty and staff, and the group welcomes students who want to serve as members of the Committee.

(b) *Community Activities*: The Office of Public Relations and Marketing invites faculty and staff to participate in events that it cosponsors throughout the community with different government and community agencies.

Indicators of Effectiveness: Attendance at Committee events, Office of Public Relations and Marketing events, and professional development will be encouraged and tracked for participation.

Timeline: Ongoing.

Status Report:

The Cultural Diversity and Community Involvement Committee had 15 faculty and staff members and one student member in the academic year 2022-2023. The committee met monthly between September and May. Agenda items included DI&E Programing and Activities, Hispanic Heritage Month, MLK Day 2023 Event, Black History Month Events, and Book Club selections based on the Cultural Diversity Calendar.

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- MLK, Jr. Panel Discussion event inequity in mental health on Jan. 25. Panelists Panel Discussions:
 - MLK - 1/24/24
 - Minority Business Ownership - 2/7/24
 - Women's History Month - 3/27/24

Faculty and Staff Data Analysis

UA-PTC employees on the payroll as of November 1, 2023, totaled 456 individuals; a 7% increase over last year. Minority Race/Ethnicities made up 28% of the employee population, counting both full and part-time employees, which is an increase of 2% over last year.

In accordance with ACT 1091 of 1999 and the Arkansas Department of Higher Education, the following graphics (Tables 3 – 8) provide data points of all employees of UA-PTC as of November 1, 2023, by job position and minority group.

Table 3	
Full-time Faculty by Minority Group	
American Indian or Alaska Native	0
Asian	5
Black or African American	15
Hispanic of any race	2
Native Hawaiian or Other Pacific Islander	0
Nonresident	0
Race and Ethnicity Unkown	0
Two or more races	3

Table 4	
Part-time Faculty by Minority Group	
American Indian or Alaska Native	0
Asian	1
Black or African American	18
Hispanic of any race	0
Native Hawaiian or Other Pacific Islander	0
Nonresident	0
Race and Ethnicity Unkown	0
Two or more races	0

Table 5	
Full-time Staff by Minority Group	
American Indian or Alaska Native	0
Asian	1
Black or African American	57
Hispanic of any race	3
Native Hawaiian or Other Pacific Islander	0
Nonresident	0
Race and Ethnicity Unkown	0
Two or more races	5

Table 6	
Part-time Staff by Minority Group	
American Indian or Alaska Native	0
Asian	0
Black or African American	16
Hispanic of any race	2
Native Hawaiian or Other Pacific Islander	0
Nonresident	0
Race and Ethnicity Unkown	0
Two or more races	2

Table 7

Minority Employees by Position – New Hires Only

Title	Number of Employees
Academic Advisor	1
Administrative Specialist II	2
Administrative Specialist III	2
Assistant Director Financial Aid	1
Assistant Registrar	1
Career Coach	2
Career Institute Director	1
Clinical Coordinator	1
Coord of Cont. Ed. & Business Outreach	1
Counselor	1
Director of Adult Education	1
Director of Goldman Sachs 10K SB	1
Extra Help Assistant	5
Faculty	11
Fiscal Support Specialist	2
Food Preparation Specialist	1
Library Technician	1
Part-Time - Food Prep Specialist	3
Project/Program Specialist	1
PT Business Advisor of Goldman Sachs 10K SB	1
Public Safety Officer	1
Recruitment Coordinator	1

Table 8
All Minority Employees by Position Title

Title	Number of Employees
Academic Advisor	3
Administrative Assistant	1
Administrative Specialist II	3
Administrative Specialist III	3
Administrator Grants and Contracts	1
Admissions Counselor	1
Assistant Controller	2
Assistant Director Financial Aid	1
Assistant Director of TRIO Student Support Services	1
Assistant Director of Veteran's Upward Bound	1
Assistant Registrar	1
Assistant Teaching Professor	5
Associate Librarian	3
Career Coach	5
Career Institute Director	1
Clinical Coordinator	1
Coord of Cont Educ & Business Outreach	1
Coordinator/Learning Assistance Lab	1
Counselor - Disability Services	1
Dean of Science, Math, and Allied Health	1
Dean School of Fine Arts, Humanities, and Social Sciences	1
Director of Admissions	1
Director of Adult Education	1
Director of Career Pathways - Provisional	1
Director of Goldman Sachs 10K SB	1
Director of Human Resources	1
Director of JAG & Career Coach Programs - Provisional	1
Director of Testing Services	1
Disability Counselor	1
Extra Help - Culinary Arts and Hospitality	1
Extra Help - IT Help Desk	1
Extra Help Assistant	11
Extra Help Laboratory Assistant	1
Faculty	22
Financial Aid Advisor	2
Fiscal Support Specialist	2
Food Preparation Specialist	1
Human Resources Specialist	1
Instructor - Practical Nursing	1
JAG College Career Coach	1
Landscape Specialist	1
Lead Baking Instructor	1
Library Technician	1
Paraprofessional/GED Proctor	1
Part Time - Food Prep Specialist	3
Part-Time Cosmetology Instructor	1
Part-time Adult Education Instructor	1
Part-Time Faculty	13
Part-Time Paraprofessional	1

Table 8 continued
All Minority Employees by Position Title

Title	Number of Employees
Payroll Officer	1
Procurement Coordinator	1
Program Director CAHMI-3D	1
Project Coordinator	1
Project/Program Manager	1
Project/Program Specialist	2
Provost	1
PT Business Advisor of Goldman Sachs 10K SB	1
Public Safety Officer	1
Public Safety Officer I	1
Recruitment Coordinator	1
Skilled Tradesman	1
Software Support Analyst	1
Special Instructor	1
Student Account Officer	1
Student Assistance Coordinator	1

New Strategies and Activities for Minority Recruitment and Retention

UA-PTC became a partnering institution with Complete College America (CCA) and its Predominantly Black and Historically Black Community Colleges (PBCC) initiative. This project is centered on engaging institutional leadership in appropriately identifying and responding to the needs of their adult students of color. CCA uses a three-part approach to shift policy, perspective, and practice to ensure lasting change that produces more equitable outcomes for students. The focus of the program is to emphasize institutional accountability with the establishment of baseline data for individual and collective student outcomes that will allow UA-PTC to measure institutional progress toward eliminating different educational outcomes by race and age. This data collected will be used to aid UA-PTC in making decisions to build clearer and more supportive pathways to graduation for minority students.

Indicators of Effectiveness: Student learning outcome data will be collected and reviewed to determine progress toward eliminating different educational outcomes by race and age. In addition, culturally relevant strategic interventions will be developed and implemented to meet the identified needs.

Timeline: Start in Fall 2022 and end in Summer 2024

Status Update: The college had one staff member take part in the inaugural PBCC leadership program. The goal of this program to minority leaders for future leadership positions in higher ed. Sessions were held virtually and in person. One in the summer in Memphis and one at the annual CCA conference in the Winter in Las Vegas. PBCC project also provided resources to help the retention and graduation of African American students. One of the completed projects was an academic map to help guide students through their academic career at the college. Additional resources included virtual trainings on retention strategies and challenges facing African American college students.

UA-PTC implemented changes/activities based on PEP's Purpose First strategies to address UA-PTC's problem statement concerning retention. One change was incorporating proactive advising. Faculty and academic advisors received training on Proactive Advising in September 2023. Advisors are communicating with their caseload throughout the semester instead of only during registration. With the incorporation of proactive advising, the advising office customer service survey results for Strongly Agree is now at 88%. With the revision of the acceptance letter, the sign-up for New Student Orientation rose from an average of 200 students to 500 students. Due to that, the attendance at New Student Orientation also increased. During this period, 312 students attended orientation. The Student Assistance Coordinator took over the Early Alert system starting February 2023. Faculty received training on how to submit alerts and when to submit alerts in August 2023. The usage by faculty increased 5.6% from Fall 2022. The revision of the academic probation and suspension policy has cleaned up the process for advisors and students as well as clearly defined the language used. Although the updated data reviewed from 2022-2023 shows improvement, there is still work to be done to improve Female retention, Black or African American retention, and late admits retention. The PEP team has discussed and identified some possible strategies to begin working on improvements. The PEP initiative concluded on June 4, 2024 with the final reflection due June 30th, 2024.

Budget for Minority Recruitment and Retention

Comprehensive services that benefit all students regardless of race are funded as regular items in the UA-PTC budget. In fiscal year 2024, UA- PTC budgeted over \$3 million in comprehensive student services such as admissions, counseling, advising, financial aid advising, student records, and testing services.

Comprehensive services that benefit all faculty and staff regardless of race are funded as regular items in the UA-PTC human resources and professional development budget. In the fiscal year 2024, the budgeted amount totals over \$300,000.