

**Department of Agricultural Economics and Agribusiness  
Diversity, Equity, and Inclusion Plan 2021**

**Dale Bumpers College of Agricultural, Food, and Life  
Sciences**

**University of Arkansas**

## 1. Introduction

The University of Arkansas launched the Diversity and Inclusion office in 2018. During the 2019-20 academic year the university requested that each college and unit on campus develop a plan of action to enhance Diversity and Inclusion across campus.

“The Office for Diversity and Inclusion strives for Inclusive Excellence, which entails total campus engagement in actively and genuinely supporting the ideals of diversity and inclusion. We believe diversity should permeate the very fabric of our educational institution. We have a responsibility as engaged citizens to consistently incorporate behaviors and practices that support an inclusive environment on campus, in Arkansas and everywhere.”

(<https://diversity.uark.edu/about-us/strategic-plan.php>; last visited February 10, 2020)

### 1.1 UA Vision

The University of Arkansas envisions a world committed to inclusivity, where diversity, equity, access and civility are valued as a part of our culture, climate and everyday lives, and the University’s Office for Diversity and Inclusion strives to make this vision a reality.

The Office of Diversity and Inclusion has developed Five Pillars to guide their efforts to make the campus and state a more “Diverse” and “Inclusive” community. The Five Pillars advance the three outcomes of the university’s mission:

- Providing access to a comprehensive and internationally competitive public education and fostering student success across a wide spectrum of disciplines.
- Utilizing research, discovery and creative activity to improve the quality of life, develop solutions to the challenges we face and drive the state's economy.
- Contributing service and expertise through outreach, engagement and collaboration.

### 1.2 DEI Definitions

- **Diversity** refers to various characteristics including but not limited to race, ethnicity, national origin, gender, gender identity, socioeconomic background, religion, sexual orientation, and disability, etc.
- **Equity** refers to acknowledging advantages and barriers that exist and the intentional efforts to correct and address existing imbalances.
- **Inclusion** refers to the achievement of a welcoming culture and equitable policies, structures, and practices wherein all individuals are treated fairly and respectfully, feel a sense of belonging, have a voice, and can contribute fully to the department and college’s success.
- **Underrepresented** refers to populations which are underrepresented in the college in comparison to state demographics, including but not limited to race, ethnicity, national origin, gender, gender identity, region, etc.
- **Underserved** populations or individuals may refer to members of the college community who will benefit from increased access, resource, etc.

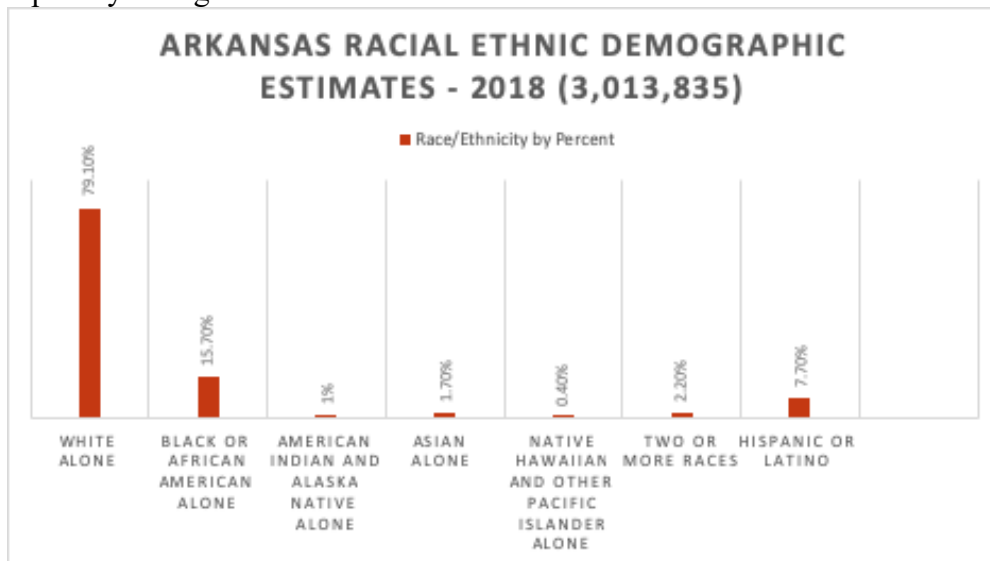
### 1.3 College Goals

The previous five-year diversity plan for the college established five broad goals for increasing student, faculty and staff diversity with a special emphasis on increasing diversity of African Americans. The prior goals are listed for reference below.

- Addressed gender equity among students acknowledging that our current population trended towards a greater proportion of females due to the School of Human Environmental Sciences. The college goal was set to achieve a 1:1 ratio and to emphasize female enrollment in departments with a ratio of less than 1:4.
- Addressed increasing total minority enrollment to 10% of the student population with no less than half being African American and to increase African American graduate enrollment to 10%.
- Set a target of 25-30% female faculty.
- Set a target of 15% minority faculty with 5% of the faculty being African American.
- Addressed having a staff that matches the state labor force with 12% of the staff being African American.

## 2. Demographics

Race/Ethnicity data were derived from a variety of sources. To the extent possible, the most current data available was used. For students enrolled at the University of Arkansas, the most recent 2018 enrollment data was used. Faculty demographics were identified through the University of Arkansas Office of Institutional research. Staff demographics are not available as a report by college.



**Figure 1.** Data illustrating Racial Ethnic Demographic Estimates for Arkansas in 2018.

*Note:* The estimated total population for Arkansas in 2018 was 3,013,835.

Using the most recent census estimates, Arkansas is 79.1% White, 15.70% Black or African American, 7.70% Hispanic or Latino, 1.7% Asian (alone), 1% American Indian and Alaska Native (alone), .4% Native Hawaiian and Pacific Islander (alone), and 2.2% Two or More Races.

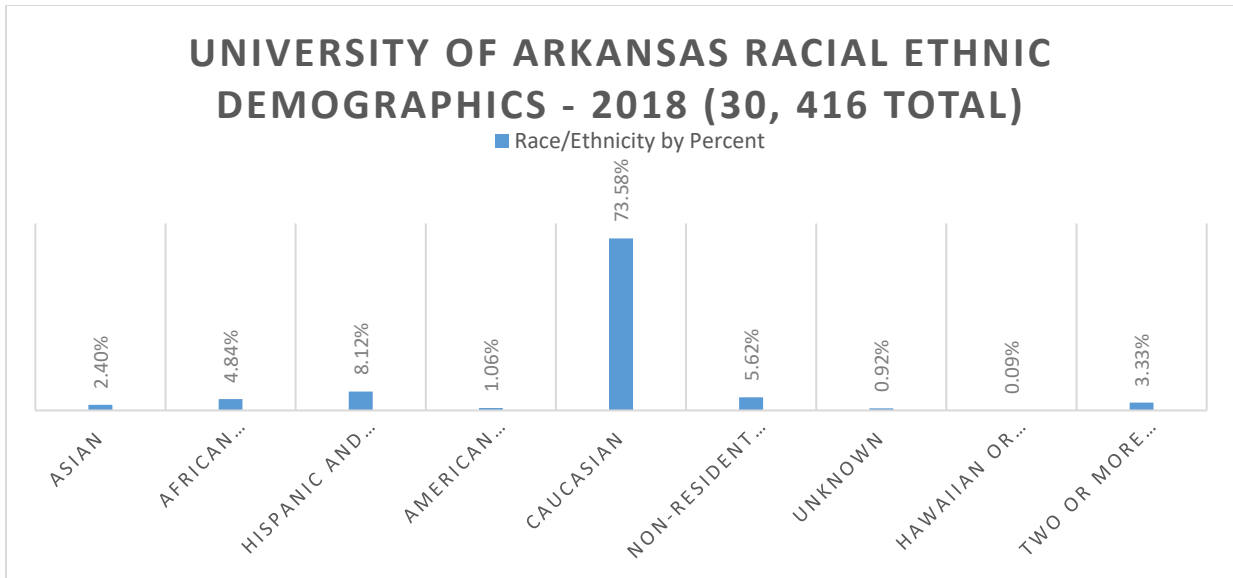


Figure 2. *University of Arkansas Racial/Ethnic Demographics*

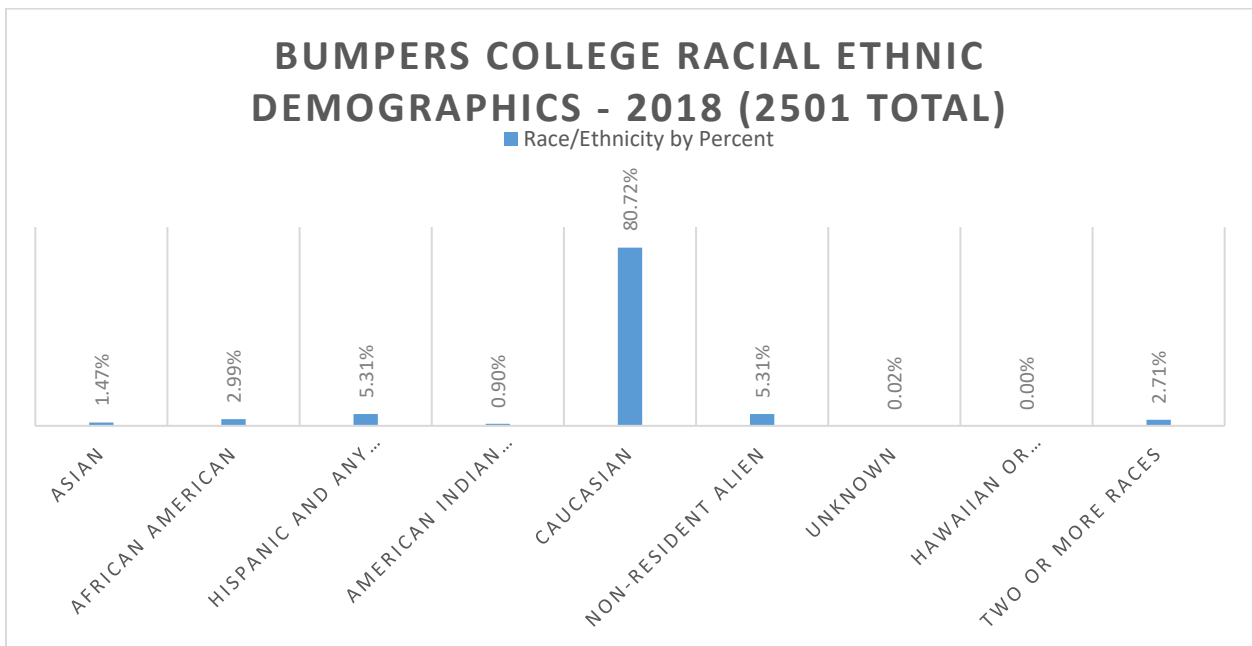


Figure 3. *Dale Bumpers College of Agriculture, Food, and Life Sciences Racial/Ethnic Demographics*

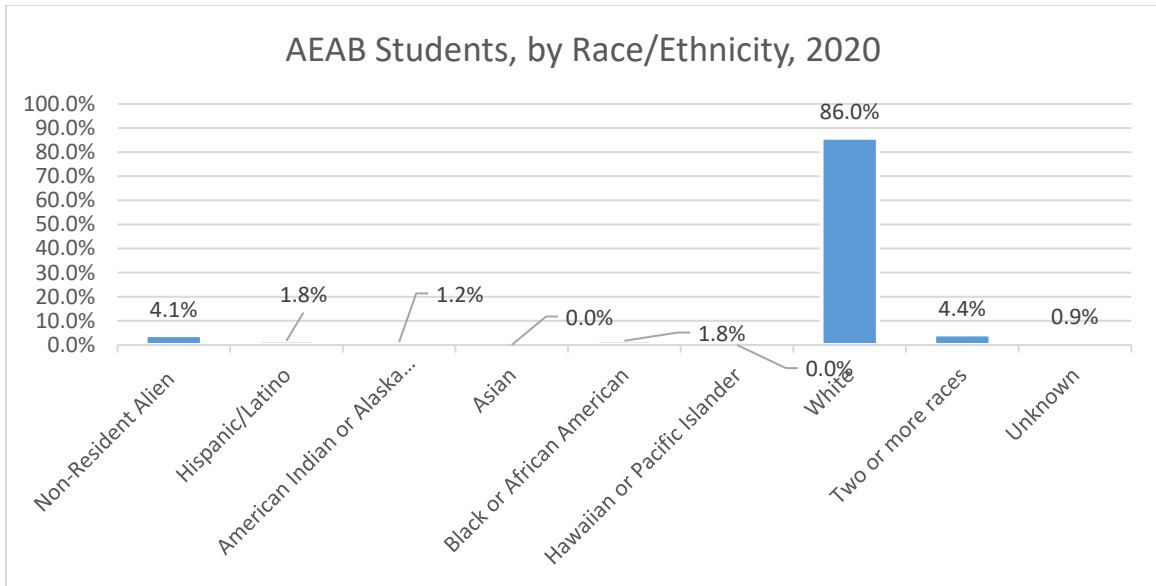


Figure 4. Department of Agricultural Economics and Agribusiness Racial/Ethnic Demographics

Table 1. AEAB Faculty Demographics

	2016	2017	2018	2019	2020
<b>Total</b>	<b>16</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>13</b>
Asian	12.5%	11.8%	11.8%	12.5%	15.4%
Black or African American	6.3%	5.9%	5.9%	6.3%	7.7%
White	75.0%	70.6%	70.6%	75.0%	69.2%
Two or more races	0.0%	5.9%	5.9%	0.0%	0.0%
Non-Resident Alien	6.3%	5.9%	5.9%	6.3%	7.7%

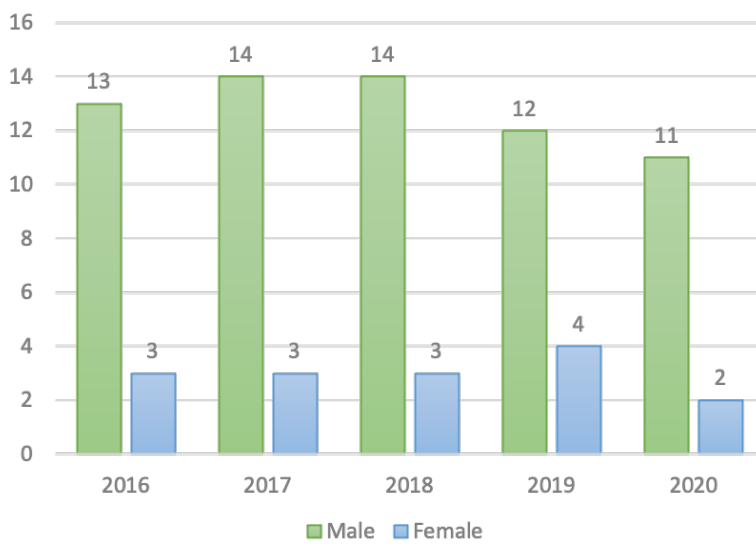


Figure 5. AEAB Faculty by Gender

### **3. Pillars as a Guide for Actions**

Below are each of the university's Diversity and Inclusion Pillars followed by the Key Actions to be adopted by the Agricultural Economics and Agribusiness Department.

#### **3.1 Research and Discovery**

To facilitate DEI research and creative endeavors by engaging in scholarship and assessment that supports our progress towards a more inclusive, diverse and equitable campus, region and state.

AEAB faculty, graduate, and undergraduate students will:

- Engage in DEI related inquiry with campus and external partners
  - Encourage faculty, graduate, and undergraduate students to incorporate DEI where appropriate into their individual research agendas and areas of expertise
  - Pursue interdisciplinary collaborations between campus and external partners to conduct DEI related research focusing on student recruitment, student experience, and cultural competence in AEAB/agricultural fields
- Seek extramural funding to support DEI research, development, teaching, and outreach (i.e., NIFA Higher Education Challenge Grants Program, USDA Multicultural Scholars Program)

#### **3.2 Education, Training and Support**

To fulfill our mission as a land-grant and flagship institution by providing inclusion, diversity and equity education, training and supports to internal and external stakeholders as the state's hub for knowledge, training, supports and resources.

AEAB Education, Training and Support Key Actions

- All AEAB faculty, staff, and graduate students will attend *Facing Bias* training by May 2021
- Stress the importance for departmental classrooms and student groups to foster inclusivity
  - Integrate culturally responsive teaching practices in our classroom teaching
  - Ensure all students understand the economic benefits of including diversity in their management team and how inclusion practices can be an effective strategy for successful businesses
  - DEI will be addressed across courses where fitting and in relation to the discipline/subject matter
- Increase recruitment of diverse undergrad and graduate students
  - Work with college recruiter to attract students from underrepresented backgrounds

#### **3.3 Engagement and Outreach**

Develop strategic engagement and outreach frameworks that will build awareness in the campus community and promote best practices and collaboration with individuals, communities, businesses and other educational institutions in Arkansas communities.

#### AEAB Engagement and Outreach Key Actions

- Partner with the Arkansas FFA Association and other organizations to support DEI initiatives with the state's agricultural educators
  - Continue to support AEAB students in MANRRS activities
- Communicate inclusivity through departmental communications materials
  - AEAB newsletter - continue offering a student spotlight
  - Newswire - advertise campus, college, and departmental DEI related
- Explore partnerships with minority serving institutions to increase reach of service
  - Continue to engage with faculty at UAPB, Prairie View A&M and strengthen relations with other minority serving institutions

### **3.4 Inclusive Practices**

To create an environment on campus where every member of the university community feels welcomed and included and has the same opportunities to be successful through equitable policies and practices.

#### AEAB Inclusive Practices Key Actions

- Ensure that all faculty, staff and graduate students understand that their role in developing a culture of diversity and inclusion within the department
  - Model inclusive behaviors to promote retention
- Encourage students/faculty/staff to engage in campus-wide DEI initiatives
  - Work with faculty and staff to develop effective Diversity and Inclusion practices
  - Work with student groups to understand the benefits of diversity and inclusion

### **3.5 Strategic Leadership and Supports**

To foster diversity and inclusion practices across the campus community by supporting the planning and implementation of Diversity, Equity, and Inclusion (DEI) plans for each campus unit.

#### AEAB Strategic Leadership and Supports

- Seek extramural funding to support DEI research, development, teaching, and outreach
  - NIFA Higher Education Challenge Grants Program
  - USDA Multicultural Scholars Program
- Modify DEI language in faculty recruitment statements for future job postings
  - Address the challenge area in meeting the goals for “25-30% female faculty, and 15% minority faculty with 5% of the faculty being African American.”

- Support DEI training activities for faculty, staff and graduate students



## Appendix

Table 1. Agricultural Economics and Agribusiness student ethnicity distribution 2015-2019.

Ethnicity	AGBSBS Students									
	Number of Students					Percent of Students				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Asian	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
African American	4	3	3	2	2	1.6	1.1	1.0	0.7	0.6
Hispanic & Any Other Race	3	2	5	8	7	1.2	0.7	1.7	2.6	2.2
American Indian or Alaska Native	3	2	4	4	2	1.2	0.7	1.3	1.3	0.6
Caucasian	233	267	276	275	294	92.5	94.3	92.6	90.8	90.5
Non-Resident Alien	3	3	5	4	4	1.2	1.1	1.7	1.3	1.2
Unknown	2	0	0	1	2	0.8	0.0	0.0	0.3	0.6
Hawaiian or Pacific Islander	1	1	0	0	0	0.4	0.4	0.0	0.0	0.0
Two or More Races	3	5	5	9	14	1.2	1.8	1.7	3.0	4.3
<b>Total</b>	<b>252</b>	<b>283</b>	<b>298</b>	<b>303</b>	<b>325</b>					

Table 2. Agricultural Economics and Agribusiness student gender analysis 2015-2019

Gender	AGBSBS Students									
	Number of Students					Percent of Students				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Female	49	53	54	48	57	19.8	18.8	18.1	15.8	17.5
Male	199	229	244	255	268	80.2	81.2	81.9	84.2	82.5
<b>Total</b>	<b>248</b>	<b>282</b>	<b>298</b>	<b>303</b>	<b>325</b>					

Table 3. Agricultural Economics and Agribusiness student residency breakdown 2015-2019

	AGBSBS Students									
	Number of Students					Percent of Students				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
State of Origin										
State of Origin (Arkansas)	198	220	242	244	248	78.6	77.7	81.2	80.5	76.3
State of Origin (Other)	51	60	51	55	73	20.2	21.2	17.1	18.2	22.5
Foreign	3	3	5	4	4	1.2	1.1	1.7	1.3	1.2
Total	252	283	298	303	325					

Table 4. Agricultural Economics and Agribusiness student Veteran status 2015-2019

	AGBSBS Students									
	Number of Students					Percent of Students				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Veteran Status (Self-Reported)										
Served in United States Military	4	4	4	2	3	1.6	1.4	1.3	0.7	0.9