

**Dale Bumpers College of Agricultural, Food, and Life Sciences
University of Arkansas at Fayetteville & Division of Agriculture**

**Department of Animal Science
Diversity, Equity, and Inclusion Plan 2020 - 2025**

Prepared by
**ANSC Diversity, Equality, and Inclusion (DEI) Committee
Department of Animal Science**

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Introduction

Increasing the diversity of our faculty, staff, and student population has remained a major goal for the University of Arkansas. Chancellor Joseph Steinmetz has declared “enriching campus diversity and inclusion” as one of the guiding priorities for our campus. As a college and departmental unit, we need to enhance our focus on this important priority to better serve our college community, the population at large, and prospective students and employees.

The general goals and action steps associated with the priority of increasing the diversity and quality of inclusion for our campus are as follows:

- To improve the culture and climate of inclusivity at the university and diversity campus demographics to more closely mirror those of the State of Arkansas
- Diversify campus demographics through recruitment and retention of underserved student populations in Arkansas
- Implement and complete the diversity planning process for all university departments
- Improve recruitment and retention of diverse faculty by strategic allocation of resources
- To conduct outreach to integrate diversity and inclusion practices at entities across the state
- Create the Inclusion, Diversity, Equity, Leadership Development & Strategic Support (IDEALS) Institute to provide leadership in research, development, and delivery of educational and training services and outreach and engagement efforts to entities state-wide.

University of Arkansas Mission Statement

The University of Arkansas is determined to build a better world by providing transformational opportunities and skills, promoting an inclusive and diverse culture, nurturing creativity, and solving problems through research and discovery, all in service to Arkansas. Since 1871, our fundamental purpose as a land-grant institution and state flagship remains unchanged—to serve the State of Arkansas as a partner, resource, and catalyst by:

- 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. Our mission provides a broad outline of the work required to achieve our vision—that the University of Arkansas represents the best of public higher education, advancing Arkansas while building a better world.

Dale Bumpers College of Agricultural, Food and Life Sciences Mission Statement

The mission of the Dale Bumpers College of Agricultural, Food and Life Sciences is to improve the quality of life for Arkansans by preparing students for successful careers, conducting impactful research, and sharing knowledge to promote viable food and agricultural systems, sustainable environments, healthy families and vibrant communities.

ANSC Diversity Statement

The Department of Animal Science is committed to fostering a culture in which diversity and inclusiveness are everyday expectations in the educational environment. We recognize the value of all perspectives and contributions from a diverse student, staff, and faculty body to provide the best opportunities for learning, personal growth, and developing lifelong skills to succeed in today's global workplace.

Diversity includes, but is not limited to, groups defined by race, ethnicity, nationality, language, religion, age, gender, sexual orientation, gender identity/expression, marital status, family status, parental status, disability/health status, veteran status, geographic origins, and socio-economic status.

Background

The Department of Animal Science provides comprehensive educational opportunities toward achieving BS, MS, and PhD degrees in a variety of specialized programs. Traditionally, the undergraduate program has attracted primarily female students who are interested in a career in veterinary medicine. Most incoming freshmen select a study path towards this goal. Figure 1 shows the ethnic distribution of undergraduate students in 2017 – 2019.

Figure 1. Student demographics.

ANSC Undergraduate Students			
Ethnicity	2017	2018	2019
Asian	2	2	1
Black or African American	8	12	13
Hispanic or Latino & Any Other Race	14	13	18
American Indian or Alaska Native	4	3	4
Caucasian	245	247	242
Non-Resident Alien	3	4	2
Unknown	3	6	4
Hawaiian or Pacific Islander	0	0	0
Two or More Races	15	17	23
	2017	2018	2019

Female	237	236	239
Male	57	68	68
Veteran Status	4	2	1

In the State of Arkansas, the Caucasian ethnic group represents 79% of the population, followed by Black/African American with 16% (Figure 2). The statewide Hispanic and Asian populations have increased in the past decade due to a variety of socioeconomic factors, although the Black/African American percentage has, historically, remained much greater in certain areas of the State. Table 2 presents three county examples compared to the State of Arkansas as a whole.

Figure 2. State and county demographics

Ethnic Group	Arkansas	Washington Co.	Benton Co.	Pulaski Co.
White	79%	85%	87%	63%
Black	16	2	<1	32
Asian	1	2	1	1
Hispanic	3	8	9	2
Native American	1	1	2	<1

Our current undergraduate student body closely represents the state-wide total average ethnic distribution between whites and non-whites. However, Black/African Americans are underrepresented in our department. This can be partly attributed to the fact that many of the undergraduate students come from counties with an above-average Caucasian population such as Northwest Arkansas (NWA) that has an increasing Hispanic and Asian population. However, there is much room for improvement in our educational and inclusion efforts to demonstrate the breadth and capacity of career potential in the Animal Science field for all students.

Goal I: Increase enrollment of minority and underrepresented students

Our first goal is to recruit students from areas that are currently underserved in Arkansas. Depending upon available funding, either from competitive sources or through Bumpers College, we intend to implement the following action items. These will be refined and adjusted as needed for greater diversification efforts.

Directive 1: Develop improved recruitment tools and strategies

- One recurring theme is the perceived spatial and/or cultural distance between underserved communities and the flagship campus in NWA. To promote the educational and career opportunities we offer, we will create new recruitment tools to help convey our message. Targeting of students and parents alike will allow us to improve recruitment of underserved segments of the population. Our goal is to make potential students as well as their parents aware of career opportunities available in the agricultural sector to those with a university degree.

Initiative A: Promotional materials

- The development of promotional materials will be guided by the necessities of the target groups. Creating professional videos will be at the forefront of our efforts. Promotional materials will be issued in English, Spanish, and Marshallese.

Initiative B: Focus on underserved areas in Arkansas

- Identify areas in Arkansas whose population is currently underrepresented in our undergraduate student body. With appropriate support from external or internal funding sources, high school students could be brought to visit campus including the Department of Animal Science and media could be distributed with the help of county agents.
- Minority scholarships and grants will be listed on the departmental website and on promotional materials.

Progress and Evaluation - Goal I, Directive 1

- By fiscal year 2020-2021
 - Interface with College to accumulate resources for initiatives
 - Brainstorm ideas for recruitment materials (videos, posters) to be produced in English, Spanish and Marshallese and determine costs and avenues of funding
 - Create lifestyle materials
 - Identify areas in Arkansas with underserved populations
 - Post minority scholarships and grants on ANSC website
- Subsequent years
 - Disseminate materials
 - Focus on underserved counties in AR
 - Update and reevaluate goals

Directive 2: Intensify outreach to high schools

Potential students may be unaware of Animal Science program offerings. With secured funding, we will become active in high school recruiting in area schools with a high percentage of minority student populations.

Initiative A: Address language barriers

- Request a translator for any recruiting events where language barriers may impede efforts or, likewise, where the presence of a translator may improve recruiting efforts.
- Request for volunteers among minority students, faculty, and staff in our department to help with recruiting efforts.

Initiative B: Current avenues

- Departmental annual Animal Science Day will be used for recruiting purposes.

Directive 3: Continue the EMPOWER program

The Department of Animal Science has been active with the university wide EMPOWER program since its initiation in 2017. We consider this program instrumental for fostering the development of students with cognitive disabilities. This program seeks to foster a non-degree college experience that incorporates functional academics, independent living, and social skills.

Progress and Evaluation – Goal I, Directives 2-3

- By fiscal year 2020-2021
 - Create a list of individuals who can act as translators utilizing faculty, staff, undergraduates, and graduate students.
 - Post ANSC Day advertisements in Spanish and Marshallese
 - Continue to offer classes to EMPOWER students. EMPOWER students are provided additional study materials and testing materials based on their needs.
- Subsequent years, update list of translators, work toward using ANSC Day as a recruiting format for minority populations and expand course offerings to EMPOWER students.

Goal II: Support current and incoming students, faculty, and staff through engagement efforts aimed at cultivating an inclusive and equitable educational environment.

Our second goal is aimed at ongoing support efforts. We plan to host meetings with graduate student organizations for discussions regarding cultural competence to further foster a climate of inclusiveness for all employees and students in our department.

Directive 1: Access and belonging

Initiative A: Faculty mentorship

- Experienced faculty will be asked to introduce students to professionals in their field and include their mentees in applicable activities (e.g. farm visits, field trips, research opportunities)
- Faculty will include in their annual review any student mentees and opportunities presented to and/or taken by their mentee
- Excellent mentors will be recognized for their efforts through the Departmental Chair, Dean, and during the annual awards banquet

Initiative B: Safe Zone Allies (contact persons through a UARK program)

- With their consent, graduate students (GAs), faculty, and staff who attend appropriate training sessions for Safe Zone Allies will be listed in public areas for student reference
- Safe Zone Allies will be introduced at the beginning of each Fall semester in all appropriate undergraduate classes and graduate seminar
- Report incidents that violate policy
- Provide students with resources to address personal and social issues separate from conduct or policy violations (e.g. CAPS, food pantry, RSO groups)

Directive 2: Incident reporting

A clear process for students who have concern, frustration or disappointment concerning racist incidents that violate campus and departmental policy will be provided. To address these issues, a protocol will be developed by faculty, students and staff in the Animal Science Department and made available to all students.

Progress and Evaluation- Goal I, Directives 1-2

- By fiscal year 2020-2021
 - Faculty will be asked to suggest ANSC professionals who could interact with students
 - Promote Safe Zone Allies; disseminate information to students; post list of Safe Zone Allies
 - Faculty, staff and students will be asked to brainstorm protocol for reporting policy violations or concerns.
- Subsequent years, implement protocol for reporting racist violations; continue to promote and list Safe Zone Allies; update list of ANSC professionals

Goal III: Cultivate a culture where diversity and inclusivity are natural elements of our department through educational efforts for students, faculty, and staff.

Directive 1: Build a foundation of awareness, acceptance, and expectations for our undergraduate student population.

Our guiding departmental expectation will be intolerance of racist or discriminatory conduct. Another expectation is that departmentally, we will strive to answer student questions, encourage dialogue, and provide the educational tools necessary to address preconceived notions regarding minority populations.

Initiatives:

- Include a series of lecture sessions from the IDEALS institute, multicultural center, or college approved lectures in Department of ANSC Intro, Career Development, and Capstone courses (see [Table 1](#) below)
- Invite minority guest speakers to undergraduate classes to talk about their experiences in school and the workplace
- Invite RSOs aimed at minority groups such as MANRRS and P.R.I.D.E. to speak to undergraduate classes
- A syllabus statement will be provided for faculty to include in their syllabi

Directive 2: Graduate students will engage in multiple development opportunities to set departmental expectations and build personal and professional skill set to succeed in a global environment.

Initiatives:

- Include a series of lecture sessions from the IDEALS institute, multicultural center, or college approved lectures as a regular section of Seminar (see [Table 1](#) below)
- Encourage graduate students to set an example in leadership by promoting the Diversity certificate program through the university's HR department
 - Encourage all graduate students with full time standing to attend at least one DEI training session each semester through the university's HR department; part time graduate students should attend one DEI training session per year
- Encourage graduate students to set an example in leadership by promoting the Safe Zone Allies program for those interested in training or becoming a recognized ally

Directive 3: Faculty, staff, administration, and department will commit to evidentiary DEI efforts.

Initiative A: Diversity Certification

- Promote obtaining the diversity certificate through the university's HR department

- The ANSC Department Head will determine protocol for faculty diversity training
- All persons completing the certification requirements will be recognized in the departmental newsletter and at applicable events (e.g. annual banquet, faculty retreat)

Initiative B: “Diverse Impacts” recognition

- Create a “Diverse Impacts” section in the ANSC newsletter with highlights of historical or current figures prominent in the field of animal science (ethnic, multicultural, and LGBTQ+ figures with equal gender representation) will be included (see [Table 2](#) below)
- A “Diverse Impacts” (or DEI) section on ANSC website will be created with a link to the campus MANRRS, P.R.I.D.E. and related RSOs.

Progress and Evaluation- Goal III, Directives 1 - 3

- By fiscal year 2020-2021
 - Lectures implemented into freshman and senior mandated ANSC courses suggested by multicultural center, IDEALS or suggested by College
 - Identify minority guest lecturers to present to various classes
 - Create and establish a diversity statement to be included in syllabi
 - Promote obtaining a diversity certificate to faculty, graduate students, and staff
 - Include a “Diverse Impacts” section in the ANSC newsletter and on the ANSC webpage
 - Promote Safe Zone Allies
- Subsequent years
 - Include diversity statement in syllabi
 - Integrate diversity presentations and lectures into additional courses
 - Increase number of faculty and staff who have taken courses toward Diversity Certification completion
 - Continue to promote Safe Allies and include “Diverse Impact” section on ANSC webpage and newsletter.

Implemented in Spring of 2021:

- Submitted first Diverse Impacts article to newsletter for February National Black/African American History Month featuring US Deputy Marshal Bass Reeves (aka the “real” Lone Ranger)
- Animal Science Graduate Student Association:
 - Provided “Onboarding Packages” to new graduate students
 - Animal Science t-shirt, University of Arkansas pen, ASGSA merchandise ear tag keychain, laminated copy of departmental contact information, and hand-written welcome card signed by administrative staff, chairman, and graduate students
 - Suggest building this into the new graduate student experience as a department
 - Creates a sense of welcome and community
 - Provided important information for new students
 - Valentine Treat Bags
 - Use conventionally recognized holidays to promote cultural knowledge, awareness, and celebrate the cultural richness of our campus community
 - Included chocolates, fruit candies, Indonesian ginger candy, and rice crackers (or cookies) from Japan and Taiwan
- DEI Committee member Kathi Jogan attended a Safe Zone Allie Workshop
- Sarah Shelby (ANSC DEI Committee member) pursuing Diversity Certificate
 - Graduate Student and Program Technician
 - Interactive learning workshops, IDEALS
 - *Transforming U of A: Combating Racism to Build a More Inclusive Campus (Session 3)*
 - *Transforming U of A: Combating Racism to Build a More Inclusive Campus (Session 5)*
 - *Transforming U of A: Combating Racism to Build a More Inclusive Campus (Session 6)*
 - *Transforming U of A: Combating Racism to Build a More Inclusive Campus (Session 7)*
 - *Transforming U of A: Combating Racism to Build a More Inclusive Campus (Session 8)*
 - *Sexual Orientation & Gender Identity*
 - *Equity 101*
 - *Culturally Responsive Classroom Management*
 - *Principles of Diversity, Equity and Inclusion*
 - *Facing Bias Training*
 - *Principles of Diversity, Equity and Inclusion Training*
 - Interactive learning workshops. UA Human Resources
 - Sexual Orientation and Gender Identity
 - Gender Bias: Building Understanding / Creating Allies

- Sexual Orientation and Gender Identity: Building Understanding / Creating Allies
- Principles of Diversity, Equity and Inclusion
- Equity 101: Building Understanding / Engaging in Action
- Book study group, Multicultural Center
 - How to be an Antiracist, Ibram X. Kendi
- Membership and attending courses through the National Center for Faculty Development and Diversity
- Also serves on the DEI committee at The New School; Fayetteville, AR

Table 1: Classes with DEI education suggestions

The following table serves as guide to suggest courses in which DEI workshops and lectures will be offered. Most of the courses below are mandatory for students seeking and ANSC degree. Faculty will be presented with information about other DEI workshops and lectures available that they can use in other courses.

Class number	Class name	Semester	Instructor	Associated DEI workshop	Resource, contact information
Undergraduate					
ANSC 1033, ANSC 1033H	Introductory Animal Science	Fall 2020 Spring 2021 Fall 2021 Spring 2022	Dr. Janeal Yancey 479-575-4115 jws09@uark.edu Jordan Shore 479-575-4380 jtshore@uark.edu	Racial Equity 101	IDEALS institute
ANSC 1781	Career Preparation and Development	Fall 2020 Fall 2021 Fall 2022	Dr. Fred Pohlman 479-575-5634 fpohlma@uark.edu	Cultural Competency	Multicultural Center
ANSC 3213	Behavior of Domestic Animals	Fall 2020 Fall 2021 Fall 2022	Dr. Lauren Thomas lrt03@uark.edu	Microaggressions and Facing Bias	Multicultural Center
ANSC 4993	Animal Science Capstone	(no 2020) Fall 2021 Spring 2022 Fall 2022	Dr. Kathi Jogan 479-575-6300 kjogan@uark.edu	Gender and Racial Bias in the Workplace Cultural Competency	IDEALS institute
Graduate					
ANSC 5901	Seminar	Fall 2020 Fall 2021 Fall 2022	Dr. Michael Looper 479-575-3745 looper@uark.edu	Microaggressions and Facing Bias Gender and Racial Bias in the Workplace Cultural Competency	IDEALS institute IDEALS institute Multicultural Center

Table 2: Heritage Months

Month	Heritage Celebrated	Associations
January	None to date; specific days celebrated	National Mentoring Month January 20 – Martin Luther King Day (Civil Rights Day)
February	Black History Month/National African American History month	Achievements of Black/African Americans in U.S. history
March	Women’s History Month	Women in U.S. history
April	Arab American Heritage Month	Celebrates the history and culture of Arab Americans in the U.S.
April (UofA), May (nationally)	Asian Pacific Heritage Month	Asians and Pacific Islanders in U.S.; includes all of the Asian continent, Pacific islands of Melanesia, Micronesia, and Polynesia
June	Pride Month (originally Gay and Lesbian Pride Month)	Commemorates the Stonewall riots of 1969
July	None to date	(suggestions)
August	None to date	(suggestions) National Immunization Awareness Month August 2 – National Friendship Day
September 15 – October 15	Latinx Heritage Month	Spain, Mexico, the Caribbean and Central and South America
October	LGBTQ+ History Month	Lesbian, gay, bisexual, and transgender history; history of gay rights October 11 – National Coming Out Day
November	National American Indian Heritage Month	American Indians and Alaskan Natives
December	No official designation, but international celebratory days recognized	December 3 – International Day of Persons with Disabilities December 10 – Universal Declaration of Human Rights

Sources:

Division of Student Affairs, Center for Multicultural and Diversity Education. University of Arkansas.

<https://multicultural.uark.edu/diversity-and-inclusion/programs/heritage-months.php>

Diversity Central. Recourses for cultural diversity at work

<http://diversitycentral.com/calendar/heritagemonthguide.php>