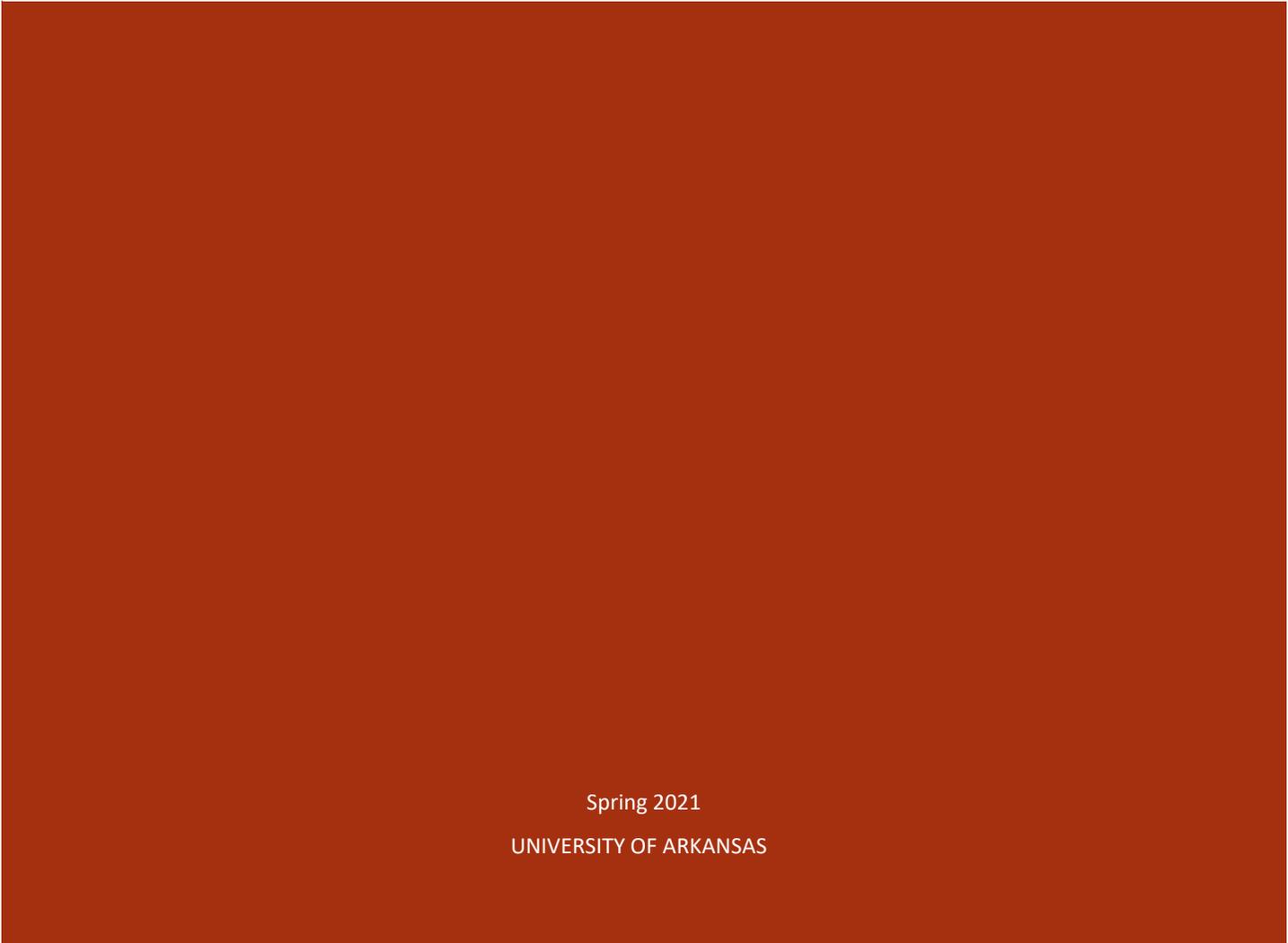




BUMPERS COLLEGE
DIVERSITY, EQUITY AND
INCLUSION PLAN
2021-2022



Spring 2021

UNIVERSITY OF ARKANSAS

University of Arkansas Current 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.

Bumpers College's Current Mission Statement and Proposed Change

In spring 2021 the administration brought a suggested change to the college's mission statement for discussion among faculty council. The change was modeled after the language in the U of A mission statement based on feedback from the Office of Diversity and Inclusion regarding the 2020 plan. The proposed change is highlighted in red and will be voted on by faculty council in 2021.

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, **promoting an inclusive and diverse culture**, and sharing knowledge to promote viable food and agricultural systems, sustainable environments, healthy families and vibrant communities.

Operational Definitions

For the purposes of this strategic plan, the following terms are operationally defined as follows:

Diversity: “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: “Equity” refers to acknowledging advantages and barriers that exist and the intentional efforts to correct and address existing imbalances.

Inclusion: “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: “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: “Underserved” populations or individuals may refer to members of the college community who will benefit from increased access, resource, etc.

Background

In an effort to contextualize the college’s previous work related to diversity, equity, and inclusion, a brief history is outlined. Bumpers College created ‘diversity plans’ for the 1998-2004, 2002-2005, and 2006-2011 academic years. Each plan outlined new goals and benchmarks to track the college’s progress from each prior plan. In the Spring of 2006, the dean charged a committee chaired by himself to develop a new diversity plan for the college. The prior committee was composed of Don Herring, Head of the Department of Agricultural and Extension Education, Dan Rainey, Department of Agricultural Economics and Agribusiness, Navam Hettiariachchy, Department of Food Science, Nan Miller, School of Human Environmental Sciences, and Alice Griffin, Coordinator of Advising and Retention. The committee met several times semester to review progress on the previous plan, examine benchmark and demographic data, develop new goals and propose new action items. The most recent document was created for academic years 2006-2011, which has been used as a template for the 2020-2021 college plan. To the current committee’s knowledge, there are no additional documents available to reference for the academic years between 2011-2019.

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.

During the 2018-2019 academic year, the University of Arkansas began a two-wave process to create diversity, equity, and inclusion plans for each college and academic unit/department within each college. This initiative is led by Dr. Yvette Murphy-Erby, Vice Chancellor for Diversity and Inclusion, through the campus Office for Diversity and Inclusion. Several colleges participated in wave one, during 2018-2019. Bumpers College has joined wave two, using the fall 2019 semester as a planning period to draft documents for the college and each academic unit. Dean Deacue Fields assigned Isabel Whitehead, college Coordinator of Diversity and Inclusion to Chair an ad hoc committee composed of representatives from each academic unit. The 2019-2020 committee representatives are: Dr. Daniel Rainey, AEAB; Dr. Christopher Estep, AECT; Drs. Kathi Jogan and Dirk Philipp, ANSC; Dr. Lisa Wood, CSES; Dr. Clemencia Rojas, ENPL; Dr. Griffiths Atungulu, FDSC; Dr. Doug Karcher, HORT; Dr. Jacquelyn Mosley, HDFS; Ms. Patrice Sims, POSC; Ms. Vicky Watkins, Coordinator for Curriculum; Dausen Duncan, Undergraduate Recruiter; and Lucas Simmons, Coordinator for Retention and Student Experiences. The current committee has expanded our focus to include 'equity' and 'inclusion' to not only diversify our faculty, staff, and student bodies, but to also intentionally examine and take steps to rectify historical inequities facing our community and to create an inclusive environment to recruit, retain, and engage members of our community.

In 2020-2021, Dr. Di Fang, AEAB and Dr. Nilda Burgos, CSES joined the committee as the departmental representatives for their respective units.

Demographics

Race/Ethnicity data utilized for this study 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. As we are able to gather new sources of data, future reports will be updated accordingly.

State Demographics

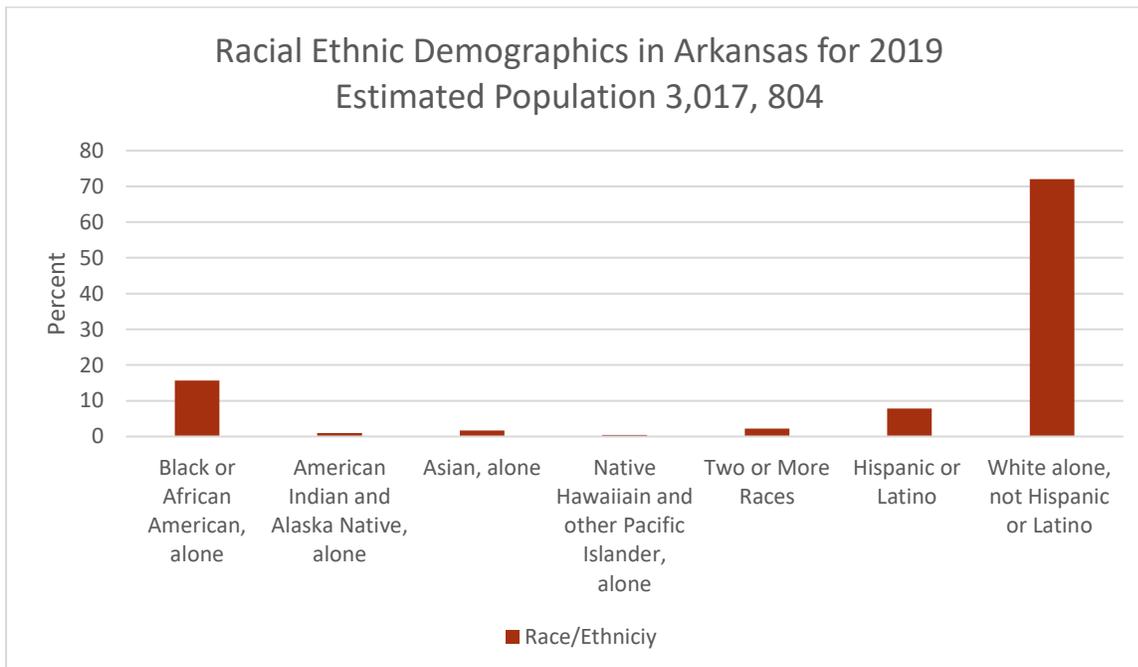


Figure 1. Data illustrating Racial Ethnic Demographic Estimates for Arkansas in 2019 (United States Census Bureau, 2019).

Note: The estimated total population for Arkansas in 2018 was 3,017,804.

According to the most recent census estimates, Arkansas is 72% White, 15.7% Black or African American, 7.8% 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 1).

University of Arkansas Demographics

The University of Arkansas enrolled 30,195 undergraduate and graduate students for the 2020 academic year. Bumpers College enrolled 2,506 undergraduate and graduate students for the 2020 academic year.

Bumpers College Student Demographics

Student demographics were generated from the University of Arkansas' Office of Institutional Research database, sorted by academic year, race ethnicity, undergraduate or graduate status, and gender in the following graphs/figures.

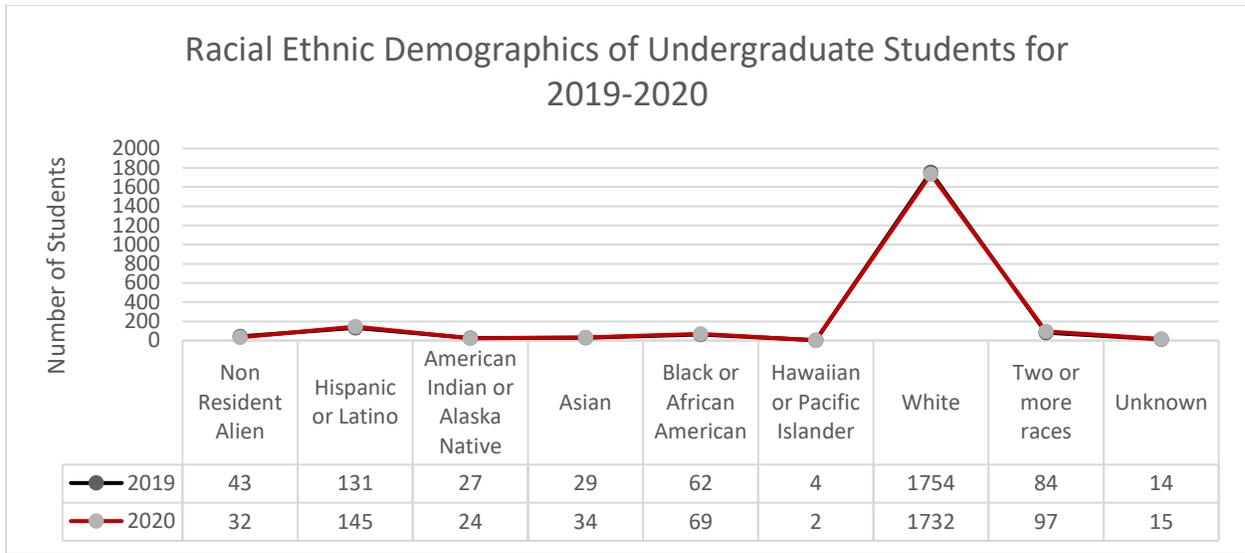


Figure 2.

Racial Ethnic Demographics of Undergraduate Students for 2019-2020

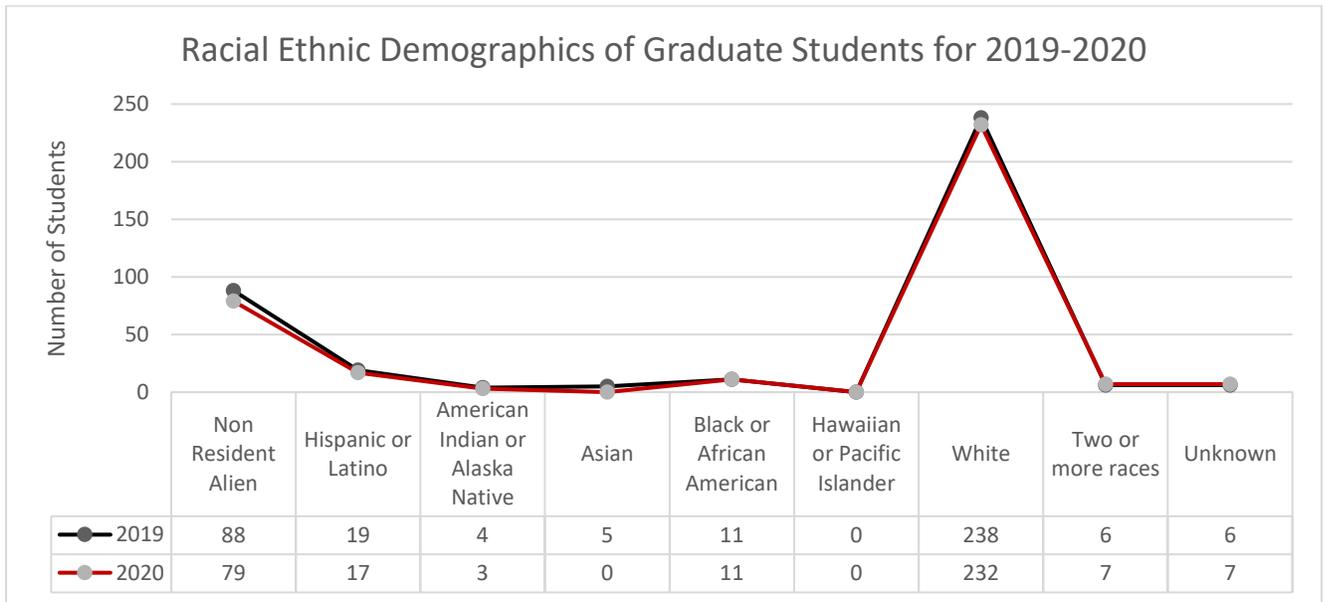


Figure 3.

Racial Ethnic Demographics of Graduate Students for 2019-2020

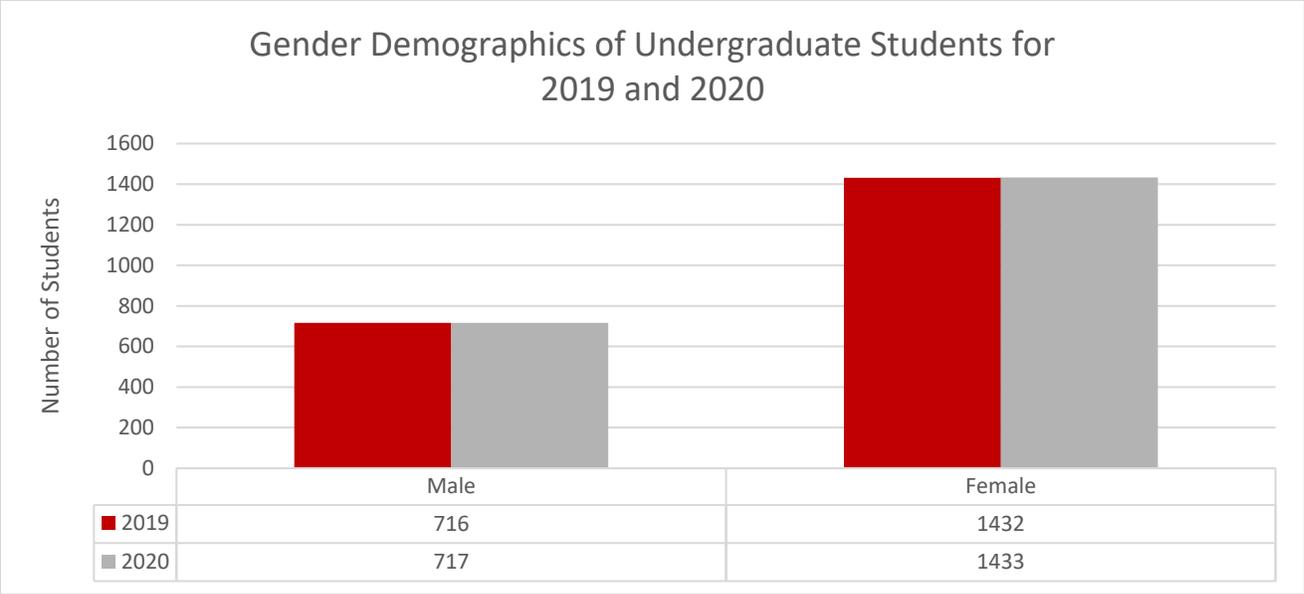


Figure 4.
Gender Demographics of Undergraduate Students for 2019-2020

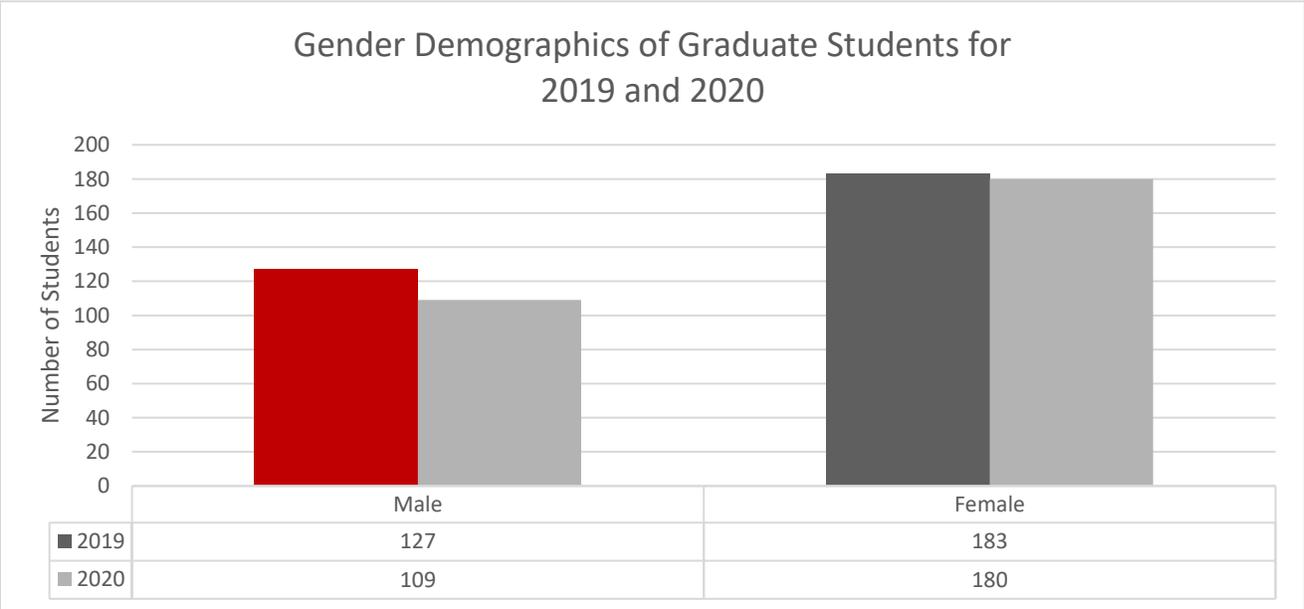


Figure 5.
Gender Demographics of Graduate Students for 2019-2020

Bumpers College Student Retention and Graduation Rates

Table 1.

1st Year Retention Rate for 2015-2019

College	2015	2016	2017	2018	2019
Agricultural, Food and Life Sciences	82.5%	81.7%	83.9%	87.7%	84.7%

Table 2.

6 Year Graduation Rates by College for 2010-2014

College	2010	2011	2012	2013	2014
Agricultural, Food and Life Sciences	67.8%	68.9%	71.6%	72.4%	67.3%

Bumpers College Instructional Faculty and Staff Demographics

Instructional faculty demographics were generated from the University of Arkansas' Office of Institutional Research database. Note: Staff demographics are available through the Office of Institutional Research campus wide, but *not* broken down by college. We indicate in our plan the need to identify staff demographics throughout the college and Division of Agriculture.

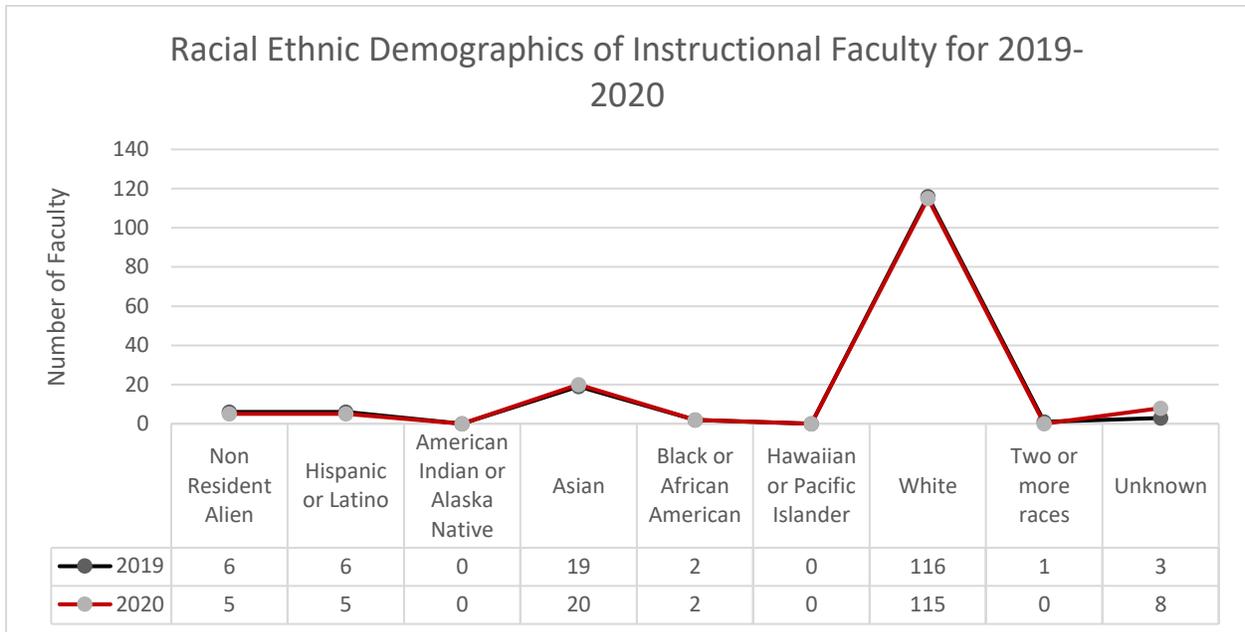


Figure 6.

Racial Ethnic Demographics of Instructional Faculty for 2019-2020

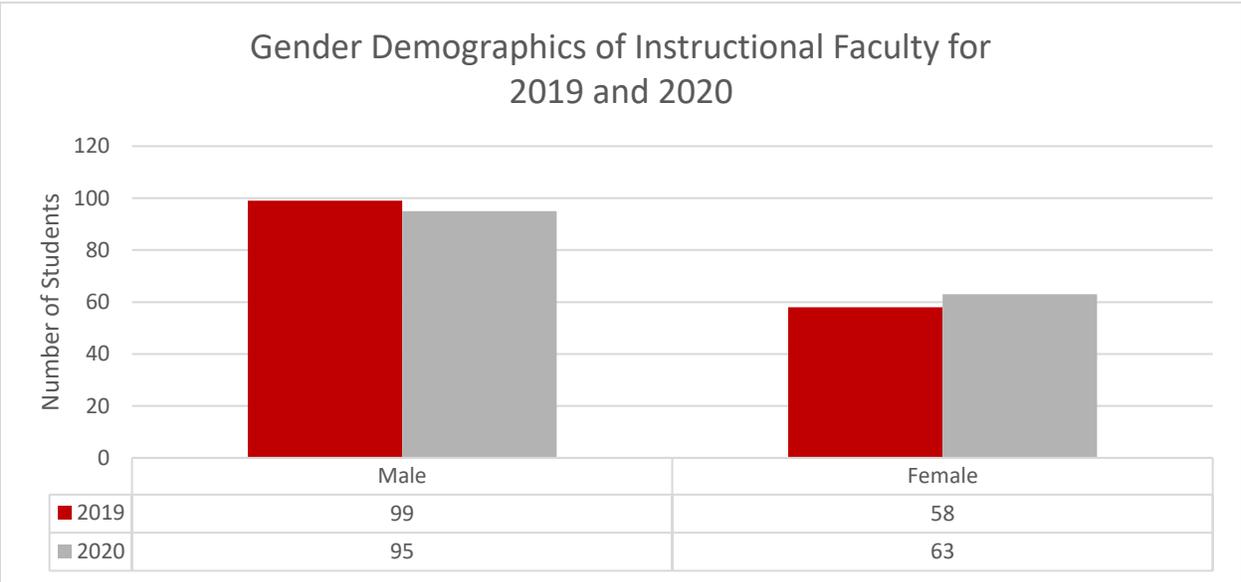


Figure 7.

Gender Demographics of Instructional Faculty for 2019-2020

College Goals and Action Steps

We feel that our faculty, staff and student body ideally should parallel the diversity of our state. However, we recognize that will be difficult to achieve in each case due to the limited availability of minorities in many disciplines in agriculture and the human sciences and the limited diversity that exists in Northwest Arkansas. Therefore, many of our specific goals for student, faculty and staff diversity are a compromise between what we ideally want to achieve and what constitutes a realistic but ambitious goal. The DEI Committee recommends the following goals be implemented. Following the wave two implementation period, Bumpers College and each academic unit should annually assess, evaluate and update their plans and goals.

Current and Projected Budget

Based on feedback from the Dean, the current projected budget for DEI efforts will be \$3,500 and \$5,000 annually in addition to seeking grant funding from external sources.

Goal 1: College Level Initiatives – Policy, Procedures, Best Practices

Objective 1: Establish and model a commitment to diversity, equity, and inclusion at the Dean’s Office level.

Action Items:

- Include a commitment and emphasis on diversity, equity, and inclusion in the current and future college strategic plan(s) with a focus on continued implementation, evaluation, and assessment of college climate and practices.
- By the end of 2021, establish at minimum, one administrative/staff position at the college level with the primary focus of their job being to develop and implement, maintain, and evaluate DEI initiatives year-round in collaboration with Dean’s Office staff members and academic units.
- By May 2021, propose and establish the DEI committee as a standing committee as a part of the Bumpers College Faculty Council with three-year staggered terms. The committee will be comprised of college and departmental representatives including faculty and staff. The committee will seek one or more graduate student representative and one undergraduate student representative on a nomination or application-based process to engage the student body in the process of developing, assessing, and evaluating DEI initiatives.

Objective 2: Conduct an initial audit across college programs to assess areas of improvement.

Action Items:

- The diversity and inclusion coordinator in collaboration with Dean’s Office staff members, will review, audit, and report on the state of current practices, which may be addressed in other areas of this document. Included but not limited to scholarships and funding opportunities, development, recruitment, retention, communications, accessibility, facilities, honors and international programs, etc. by May 2022. As needed, the college DEI committee will make recommendations for gradual improvement.

Objective 3: Dedicate annual funding to support college and unit DEI Initiatives.

Action Items:

- An initial annual budget of \$3,500-\$5,000 will be allotted to support college level DEI programming for students and employees and faculty-based initiatives including but not limited to student programming, recruitment of diverse faculty and staff, doctoral candidates, master's candidates, and undergraduate students, including funding outreach programs.
- Seek additional external funding on an annual or semiannual basis to fund DEI initiatives including but not limited to student programming, recruitment of diverse faculty and staff, doctoral candidates, master's candidates, and undergraduate students, including funding outreach programs. College leadership will send out a call to faculty to identify collaborators to streamline grant submissions.
- The college will continue to seek dedicated funding for undergraduate scholarships and graduate fellowships for minority students. Such funding will be made a development priority for the college. The dean will hold discretionary funds to address minority graduate student recruitment and assistantships that cannot be addressed specifically by a department within their existing budget.
- Better promote the Benjamin Lever fellowship program offered through the graduate school. *

Objective 4: Engage campus community stakeholders and intentionally include community members in the planning, development, implementation, evaluation and assessment of college DEI initiatives.

Action Items:

- The college will hold at minimum one open forum annually to engage with community members regarding their experiences, perceived areas of success, and perceived areas of improvement within the college
- The college will continue to participate in the National Survey of Student Experience (NSSE) and use results from the general survey and the diversity and inclusion module as a metric for evaluating undergraduate student experiences and perceptions of college climate.
- As needed, the college leadership will conduct additional inquiries (qualitative or quantitative methods) to engage stakeholders regarding specific areas of improvement (climate, access, equity, use of resources, etc.).

Goal 2: Employees – Recruitment, Retention, and Advancement of Faculty and Staff

Objective 1: To increase recruitment and representation of racial/ethnically diverse faculty and staff as positions become available.

Action Items:

- By May 2022, the college diversity and inclusion coordinator will conduct an audit in partnership with the Deans, department heads, and college DEI committee to identify current college and departmental hiring and search committee practices for *faculty and staff* roles. Based on the findings of the audit, the diversity and inclusion coordinator and the college DEI committee will make recommendations to gradually standardize and unify hiring practices, policies, and procedures at the college level and across departments.
- Identify staff demographics among current college and division employees – staff demographics are currently not broken down by college through the University of Arkansas Office of Institutional Research.
- At the discretion of the dean, department heads, and/or search committees, additional criteria may be established for *faculty and staff* searches for units where gender or ethnic diversity is inadequate.
- Job positions and/or duties should reflect a commitment to DEI training and awareness.
- The college and academic units will consider implementing a personal DEI statement as a part of the application requirements for faculty and staff candidates to allow candidates to express their current work and/or commitment to diversity, equity, and inclusion – as modeled by other institutions such as the University of California at Davis.
- The campus and college diversity plan will be distributed to all new faculty as part of the faculty orientation program. A faculty orientation program will be held annually or semi-annually. Diversity, equity, and inclusion will be specifically addressed as part of the program, including identifying current college diversity leaders (if they are comfortable being visible in the role), campus programs/initiatives, college programs/initiatives, campus and college employee and student identity-based organizations/resource groups, review the employee and student reporting processes, etc.
- A staff orientation program will be developed and held semiannually. Diversity, equity, and inclusion will be specifically addressed as part of the program, including identifying current college diversity leaders (if they are comfortable being visible in the role), campus programs/initiatives, college programs/initiatives, campus and college

employee and student identity-based organizations/resource groups, review the employee and student reporting processes, etc.

- Faculty participation in the Carver Program and other diversity related student programs will increase.

Objective 2: To increase focus on transition and retention support for incoming faculty and staff.

Action Items:

- By the end of 2022, the college diversity and inclusion coordinator will conduct an audit in partnership with the Deans, department heads, and college DEI committee to identify current college and departmental transitional support for *faculty and staff* members to identify which units, if any, have formalized policies and practices for mentoring programs, incentives for senior faculty or staff to engage with recent hires, etc. Based on the findings of the audit, the diversity and inclusion coordinator and the college DEI committee will make recommendations to gradually formalize and/or standardize transitional support programs across the college.
- The college will seek to establish an opt-in faculty and staff mentoring program specific for new minority faculty and staff members that will pair them with another faculty or staff member as a transitional support system.

Objective 3: To ensure all employees throughout Bumpers College, primarily faculty and staff, complete Facing Bias training through the Office of Equal Opportunity and Compliance. Additional trainings will be considered 'opt-in' and cross promoted throughout the college and academic units.

Action Items:

- All Bumpers College *faculty and staff* will be expected and encouraged to participate in campus diversity education training opportunities. The college DEI committee and college leadership will identify methods of incentivizing participation.
- Participation in the Intercultural Development Inventory (IDI) and corresponding training session will be **required** for all administrators, faculty, and staff by the end of March 2021 to establish a baseline.
- Participation in the OUCH! online training module will be expected of all administrators, faculty, and staff by December 2021.
- Participation in Facing Bias will be expected by May 2022.

- The diversity certificate program through Human Resources should be shared and incentivized among faculty, staff, and graduate students. Additional optional trainings associated with the diversity certificate program include but are not limited to: Disability Awareness Training, Safe Zone Ally Training, Gender Bias Training, Implicit Bias Training.
- Departments should encourage participation in campus diversity education programs, and actively remove barriers to participation by providing incentives for completing additional trainings.

Objective 4: Review support for employee (*faculty and staff*) advancement and establish, as needed, a clear college infrastructure and/or policy related to advancement and professional development during the 2021-2022 year.

Action Items:

- By the end of 2022, the college diversity and inclusion coordinator will conduct an audit in partnership with the Deans, department heads, and college DEI committee to identify current college and departmental advancement opportunities and support for *faculty and staff* members to identify which units, if any, have formalized policies and practices for engaging faculty and staff in professional development, annual reviews, and ongoing mentoring and support after transitioning into a campus role. Based on the findings of the audit, the diversity and inclusion coordinator and the college DEI committee will make recommendations to gradually formalize and/or standardize advancement opportunities and support programs across the college.
- Where applicable, the committee may recommend that *faculty and staff* review processes be amended to account for and incentivize and reward DEI related efforts.
- Identify which departments conduct exit surveys for departing faculty and staff to potentially unify practices across the college to assist with assessment and evaluation.

Goal 3: Students – Recruitment, Retention, and Advancement of Undergraduate and Graduate Students

Objective 1: The college aims to increase representation among undergraduate and graduate students who may come from minoritized communities, with an emphasis on improving the college culture and environment to better support students from these communities.

Action Items:

- Enhance the use of regional recruiters in forming stronger relationships with communities across the state.
- Better utilize FFA and 4H and MANRRS organization databases to identify and engage minority undergraduate and graduate students with an interest in agriculture and the human sciences.
- Enhance partnerships with Cooperative Extension agents in recruiting, particularly in large minority counties.
- Additional emphasis will be placed on better utilizing ACTA schools and establishing a stronger presence at Arkansas high schools with high numbers of minority students.
- The college will commit to hosting at least one dedicated on-campus visit for minority students and their parents annually, in collaboration with the college undergraduate recruiter, PSRC committee, and U of A hosted outreach programs by May 2022.
- The college will partner with minority faculty, alumni, and students in minority student recruiting efforts and in the development of promotional materials.
- Expand communication materials to be available in multiple languages relevant to surrounding populations in Arkansas.
- Develop communication materials that highlight occupations in the agricultural and human sciences with a diversity focus to showcase what graduates can do with their degrees.
- Additional 2 + 2 agreement opportunities will be identified and pursued in collaboration with the college curriculum director and student experience coordinator to establish transitional programs and pre-advising opportunities.
- Diversity and inclusion will be incorporated into the summer freshmen orientation program highlighting available campus and college resources.

Objective 2: To increase retention of undergraduate and graduate students from diverse backgrounds.

Action Items:

- In partnership with college departments, develop an opt-in mentoring program for incoming students with assistance from RSOs, with corresponding trainings for incoming mentors. Partner with minority/identity focused RSOs.
- Add ESL support for students by providing clear communication materials to students and instructors about current available resources.
- The college diversity and inclusion coordinator will partner with the Dean's Office student support team to identify current retention practices to identify areas of improvement.

- In partnership with the college student services team, offer semi-annual advising trainings to provide faculty advisors with an overview of campus technology, resources, best practices, etc.

Objective 3: The college will continue to prioritize financial and promotional support for Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) RSO and other minority/identity-based student groups. Faculty and student knowledge of such groups will be enhanced through college and departmental promotion of RSO events and opportunities. Student leaders from active RSOs will be invited to visit with freshmen orientation classes.

- Minority/identity-based student groups will be specifically highlighted in orientation sessions and freshman orientation courses.
- Increase the inclusion of minority speakers and diversity-related topics across Bumpers College student clubs, groups, and graduate student associations.
- Increase and unify communication efforts related to diversity and inclusion events to cross promote campus events and resources via social media, email, video boards, and departmental communications.

Objective 4: Increase the advancement opportunities for *undergraduate and graduate students* in the college.

Action Items:

- The college will identify areas to maintain and increase opportunities for advancement for *undergraduate and graduate* students via partnership with external companies, alumni, and donors.
- Identify which departments conduct exit surveys for departing and/or graduating students to potentially unify practices across the college to assist with assessment and evaluation.

Goal 4: Fostering College Wide Diversity, Equity, and Inclusion Education Opportunities

Objective 1: To foster education and awareness in Bumpers College about DEI topics among undergraduate and graduate students.

Action Items:

- The college will incentivize participation in Ouch for all incoming students by Fall 2021 to be reinforced with a unified diversity education module to be implemented across all freshman orientation courses in Bumpers by August 2021.
- The college will visually model and affirm a commitment to Diversity, Equity and Inclusion through related materials, including a new webpage housed on the Bumpers College website identifying upcoming events, educational opportunities, relevant student groups, committee representatives, and individuals to connect with by December 2021.
- A corresponding webpage for each academic unit will be developed for DEI related upcoming events, educational opportunities, relevant student groups, committee representatives, etc. by December 2021.
- The college diversity and inclusion coordinator will collaborate with the college director of curriculum, curriculum committee, and departmental curriculum committee representatives to conduct an audit of which units currently offer courses with a focus on DEI topics and/or cultural competence by May 2022.
- The college diversity and inclusion coordinator will collaborate with the college director of curriculum, curriculum committee, and departmental curriculum committee representatives and/or instructors to identify which courses may be appropriate to increase a focus on DEI topics and/or cultural competence by May 2022.
- Graduate students with assistantship duties will be required to attend the graduate student orientation and/or TA training programs offered by the graduate school.
- In partnership with campus DEI experts, the college diversity and inclusion coordinator will develop a required college orientation session to prepare graduate assistants for culturally responsive teaching and professional etiquette.
- The college diversity and inclusion coordinator will partner, as requested, with academic unit representatives and campus DEI experts to host and/or co-host professional development sessions regarding cultural competence regularly during departmental graduate seminars and/or additional college level or departmental events.
- The college diversity and inclusion coordinator will partner with campus DEI experts, and college instructors who offer undergraduate or graduate level career focused and/or professional growth courses to co-develop and incorporate discussions and assignments around cultural competence within professional settings.
- The college diversity and inclusion coordinator will partner with campus DEI experts, the Assistant Dean for honors and international programs, to identify the extent of current diversity and cultural awareness education opportunities embedded in pre-departure planning or pre-study tour courses, in-trip opportunities, and post-trip opportunities for training and reflection. Additional curriculum or programming will be gradually developed by May 2022, and continuously reviewed.

Implementation

This diversity, equity, and inclusion plan will become a companion piece to the college and Division Management Plan and will be reviewed annually to benchmark progress on each of the action items. The completed plan will be posted on the web and distributed to all faculty.

Evaluation and Assessment

The college diversity, equity, and inclusion plan will be reviewed annually by the college leaders, college DEI committee, and college diversity and inclusion coordinator to identify areas of improvement. Additionally, the departmental units will self-assess annually and submit the updated unit plans and cover letter to a shared Box file kept by the College and directly to the Office of Diversity and Inclusion for feedback.

Graduation and retention rates (4-6 year) will continue to be monitored.

Bumpers College will commit to participating in the National Survey of Student Engagement (NSSE) diversity and inclusion module as a method of seeking feedback regarding students' perceptions of college climate in addition to items related to the student experience to avoid over-surveying the undergraduate student population. **Note – it may be beneficial to develop annual or biennial questionnaire tailored to master's students, doctoral students, and post-doctoral positions as the NSSE only targets undergraduates.*

Faculty and staff assessment and evaluation will be conducted every x amount of years via qualitative and/or quantitative methods and/or by incorporating climate focused questions into departmental exit interviews.

Annual reporting and self-assessment of departmental goals and related action steps will be taken into consideration.

Undergraduate	Graduate	Faculty and Staff
University: National Survey of Student Engagement (freshman/senior)		
College: Annual town halls	College: Annual town hall meetings	College: Annual town hall meetings.
Department: Exit interview questions focused on student	Department: Exit interview questions focused on student	Department: Exit interview questions focused on

experience, culture, and climate	experience, culture, and climate	departmental/college culture and climate
----------------------------------	----------------------------------	--