



FOOD SCIENCE DIVERSITY, EQUITY AND INCLUSION PLAN 2019-2024



Composed by the Diversity, Equity, and Inclusion Committee, Spring 2020
Food Science Department, University of Arkansas

Part 1: Introduction

Increasing the diversity of our faculty, staff, and student body has remained a major goal for the University of Arkansas (Diversity Plan for the University of Arkansas, 2002). Chancellor Joseph Steinmetz has declared “enriching campus diversity and inclusion” as the fourth guiding priority for the campus.

The goals and steps associated with this campus priority are listed as follows:

- 1) To improve the culture and climate of inclusivity at the university and diversify campus demographics to more closely mirror those of the state of Arkansas
- 2) To conduct outreach to integrate diversity and inclusion practices at entities across the state.

The action steps aligned with the goals are outlined as:

- a) Diversify campus demographics through recruitment and retention of underserved student populations in Arkansas
- b) Implement and complete the diversity planning process for all university departments
- c) Improve recruitment and retention of diverse faculty by the strategic allocation of resources
- d) Create the Inclusion, Diversity, Equity, Access, Leadership Development & Strategic Supports (IDEALS) Institute to provide leadership in research, development, and delivery of educational and training services and outreach and engagement efforts to entities statewide. The IDEALS Institute team includes four key fellows who partner with the campus and the local community to further the campus efforts.

The Bumpers College has stepped up effort on this important priority to better serve our college community. The Bumpers college is determined to support this important priority not because it is a campus priority but because it is the right thing to do. The college is in the process of developing a diversity, equity and inclusivity (DEI) plan for the year 2019-2024 and has instructed all units to develop a DEI plan that is in line with each unit’s mission, goals/outcomes and the university guiding principles. The University guiding principles are listed as follows:

- Personalized learning opportunities for faculty, staff, and students
- Opportunities for enhanced engagement with people of diverse backgrounds
- Efforts to ensure inclusion and diversity as a universal value of the campus community through active measures
- A budget that reflects a commitment to inclusion and diversity
- Access to a network of resources to support an inclusive climate
- Opportunities to enhance intercultural competency and diversity
- Efforts to ensure the unit’s space reflects a commitment to inclusion and diversity
- Commitment to establish and maintain professional practices and conduct reflective of an inclusive University of Arkansas community

The Food Science Department representative on the Bumpers college DEI committee is Dr. Griffiths G. Atungulu. FDSC DEI sub-committee, which includes faculty representatives (Dr. Luke Howard, Dr. Sun-Ok Lee, and Dr. Ali Ubeyitogullari), staff/student advisor (Mrs. Cindy Brownmiller), Graduate Student

representative (Ms. Rebecca Bruce) and undergraduate/honors student representative (Ms. Rebecca Bowie). The committee, chaired by Dr. Atungulu, is tasked with development of the FDSC 2019-2024 DEI Plan. The timeline for this activity is as follows:

- February 10, 2020 – Plans Due
- April 15, 2020 – Feedback on Plans
- Fall, 2020 – Implement Plans
- January 15, 2021 -First update on plans back to D&I office

For the purposes of this DEI unit 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 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/or college’s success.

Underrepresented: Refers to populations that 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 college community members who will benefit from increased access, resource, etc.

Part Two: Diversity Mission Statement

The Food Science Department at the University of Arkansas is committed to building a community of students, staff, and faculty that reflects the twenty-first-century land grant mission of serving our pluralistic society by embracing diversity, equity, and inclusivity.

Part Three: Diversity demographics

a. State Demographics

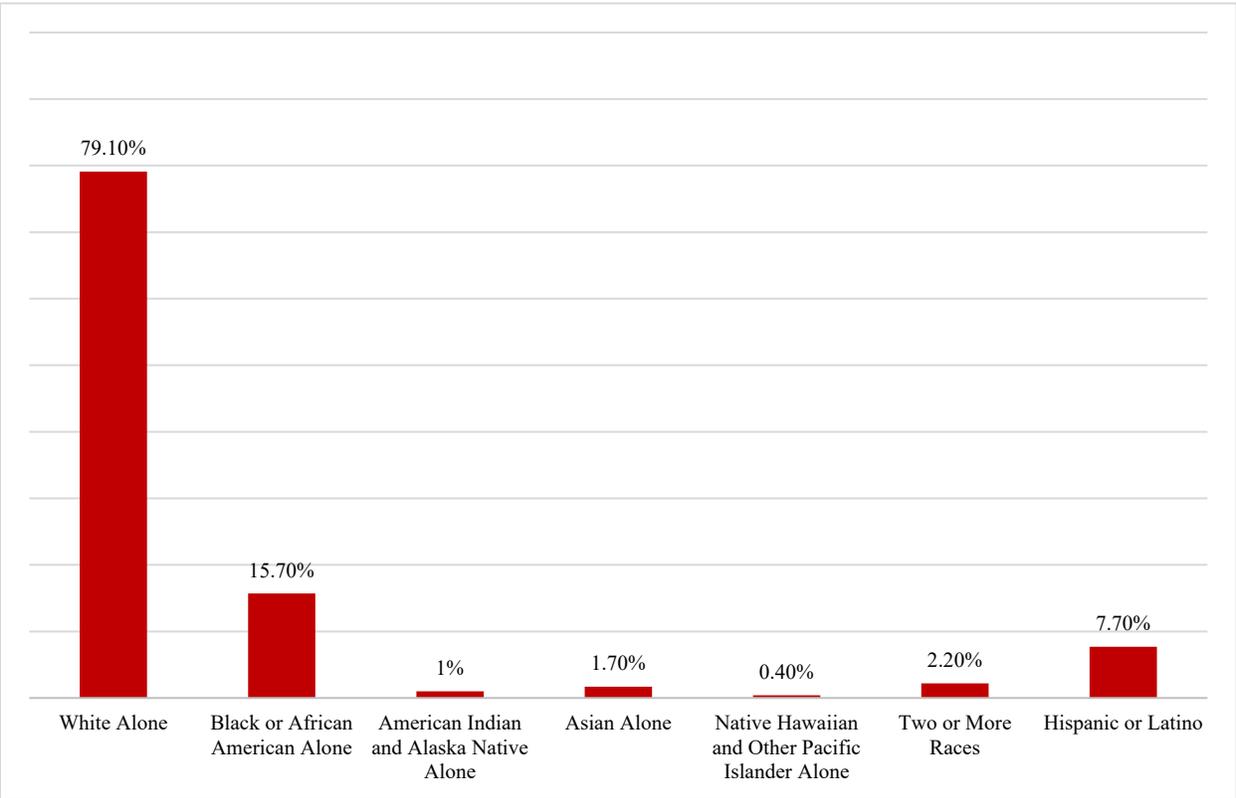


Figure 1. Data illustrating Racial Ethnic Demographic Estimates for Arkansas in 2018.

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

b. Bumpers College Student Demographics

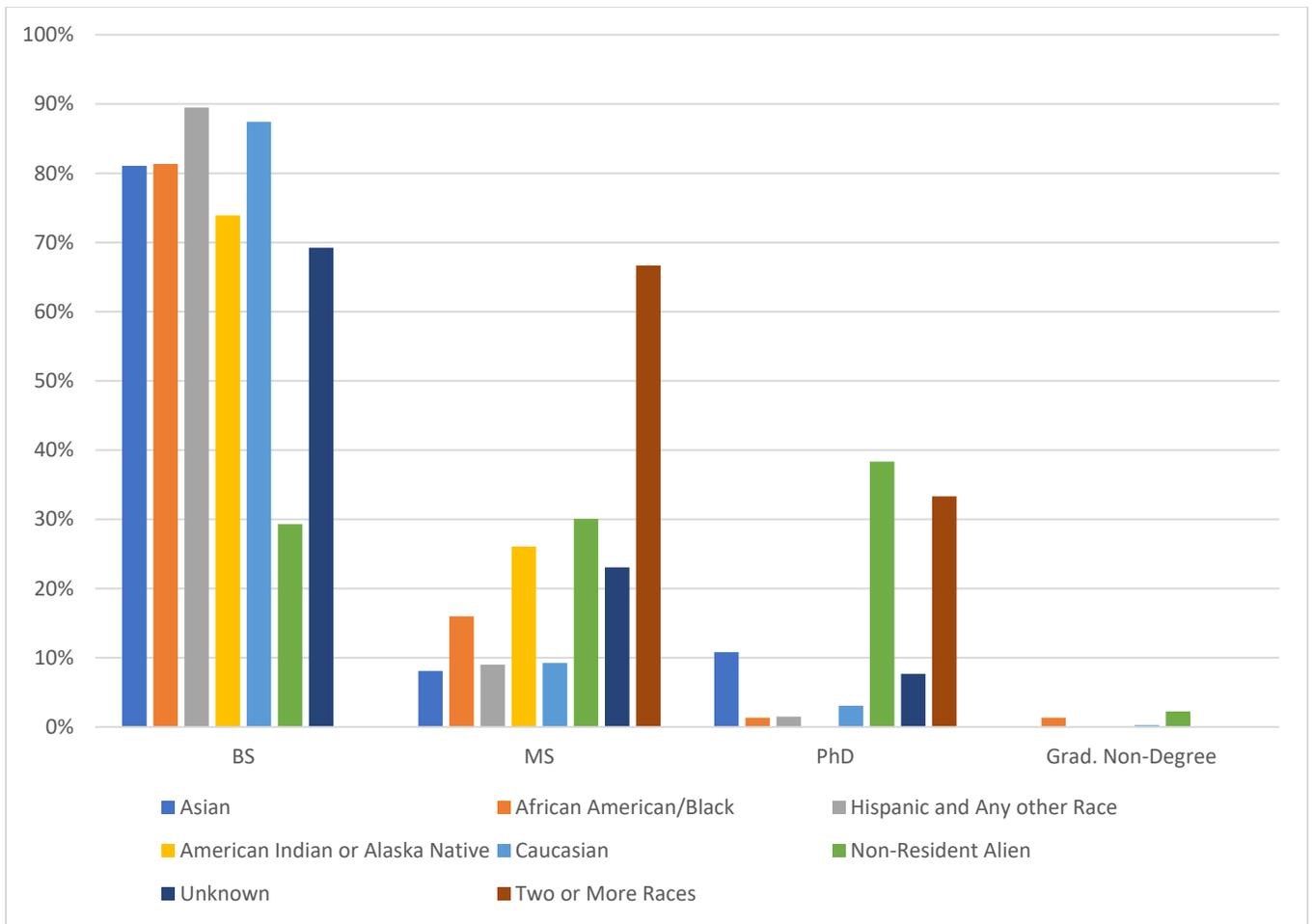


Figure 2. Student racial ethnic demographics for 2018 by level of study.

N.B. Percentages (%) add up to 100% within each race across the degree program. Some emphasis should be given to encourage equitable enrolment of all races into the graduate programs; especially the African American/Black and Hispanic races which register the greatest decline in numbers of student enrolled at PhD relative to the BS program.

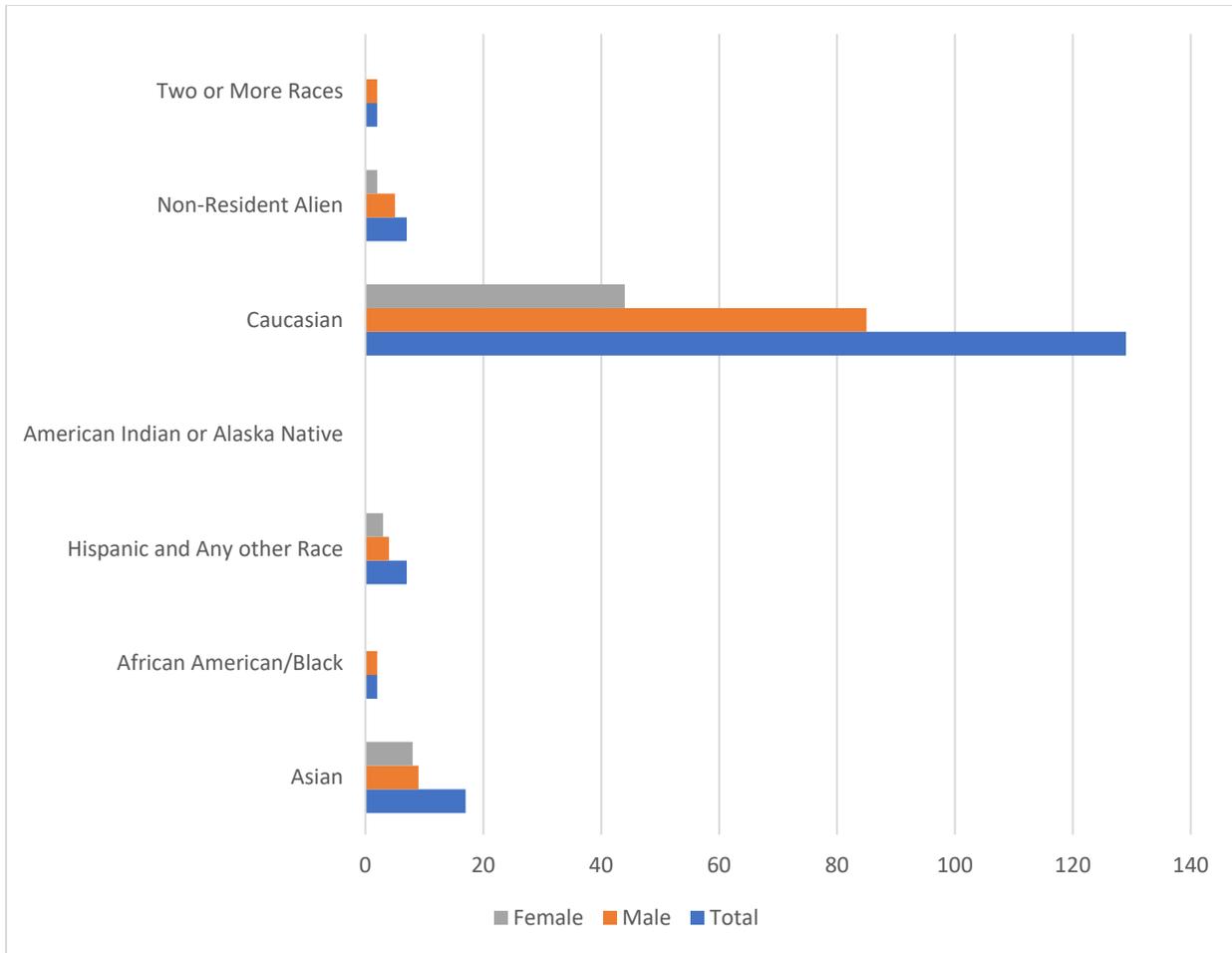


Figure 3. Bumpers College Instructional Faculty Demographics, by Race/Ethnicity and Gender for 2018. Recruitment of faculty should emphasize hiring the smartest and brightest with keen interest in also maintaining diversity. The diversity should in a way mirror the state demographic data. In particular the African American/Black and Hispanic races seem under-represented relative to the Caucasian race.

c. Food Science Demographics

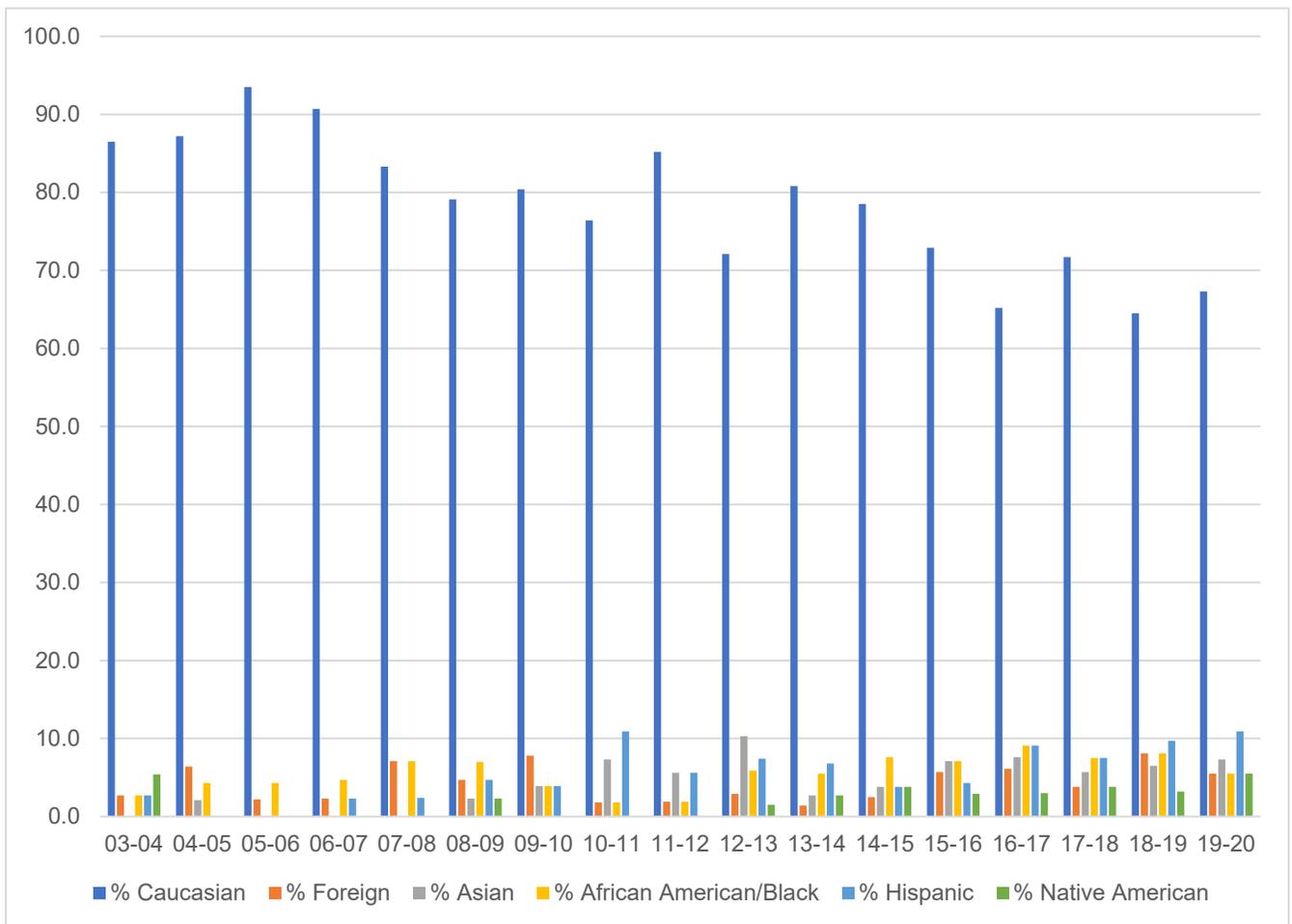


Figure 4. FDSC undergraduate student racial ethnic demographics for 2003 – 2020. Recruitment of undergraduate students should emphasize on maintaining diversity. The diversity should in a way mirror the state demographic data. There seem to be some effort to achieve this based on the data; notably, there is an increasing enrolment of Hispanic and Native American students. However, the African American/Black and Asian student enrolment seem to be irregular and, in some cases, has sort of plateaued.

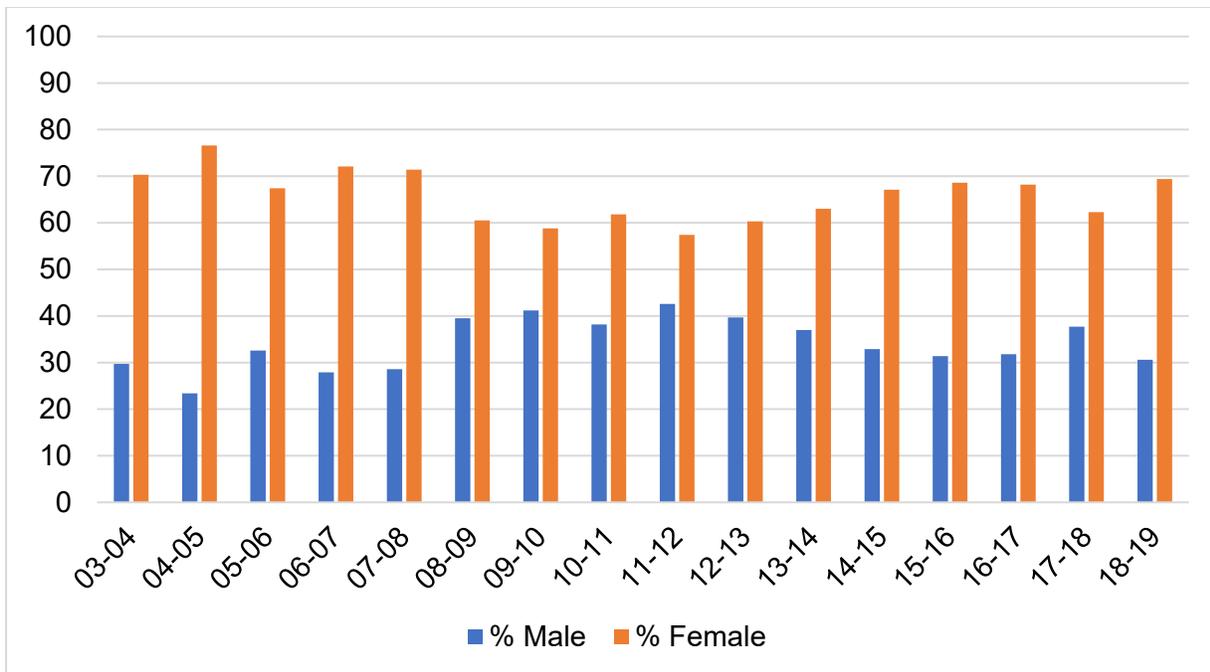


Figure 5. FDSC undergraduate student gender demographics. The FDSC unit has consistently maintained female majority as far as the undergraduate student population is concerned; this is understandable since the programs offered tend to be more attractive to the female student demographic. With new faculty hires aligned to food engineering research, the face of the FDSC program may change over time and it is possible that more males may be attracted to the program.

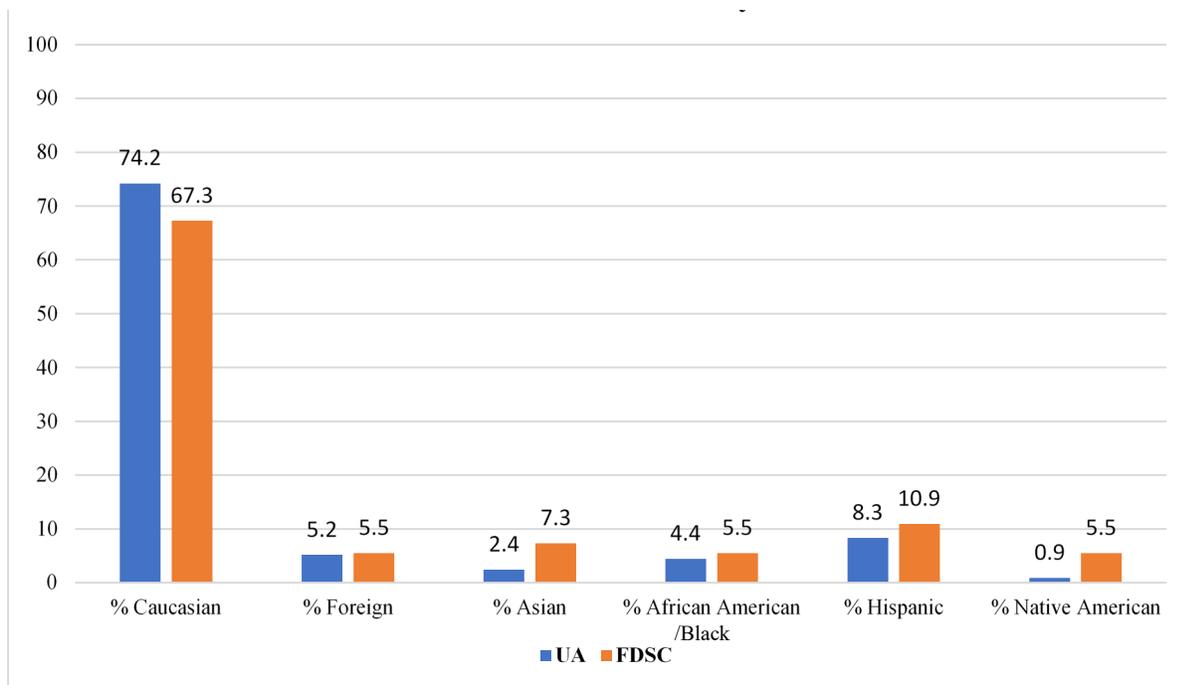


Figure 6. FDSC versus UA student ethnicity demographics. Apart from the Asian and Native American students' demographics, whereby the FDSC unit significantly out performs the UA in terms of percentage of student populations, the numbers for the rest of the other races are within comparable levels as those for the UA.

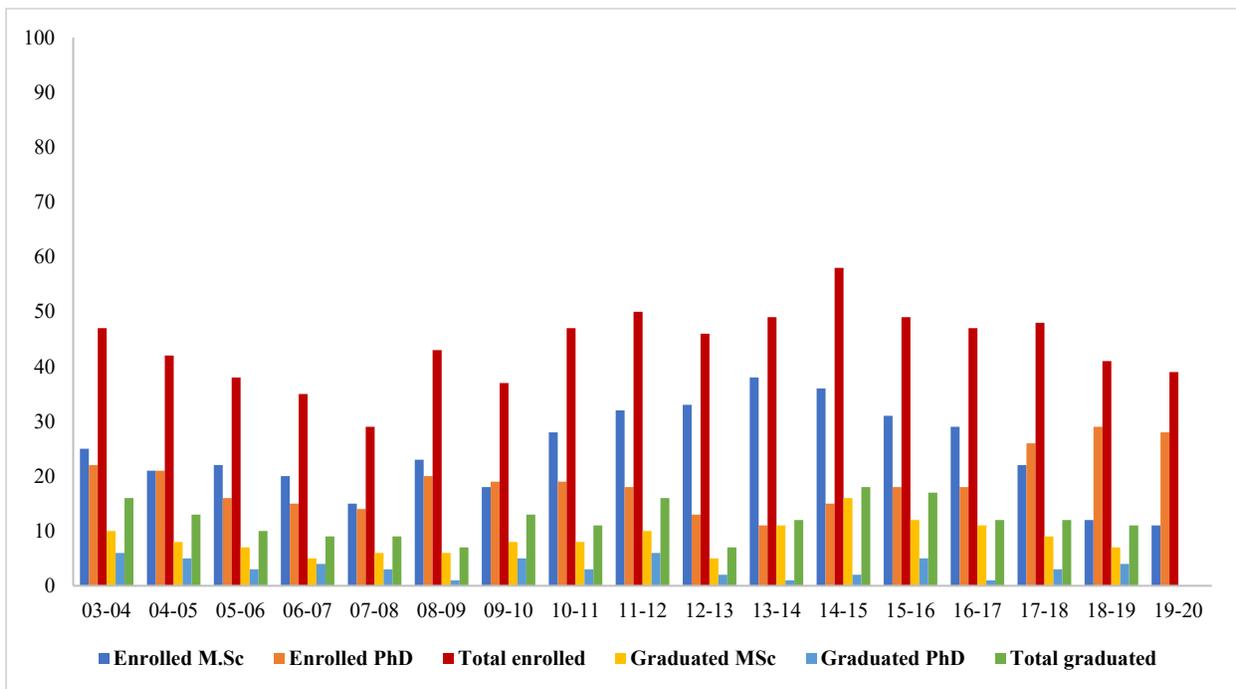


Figure 7. Graduate students enrolled and graduated from 2003 – 2020. There are good increasing trends in PhD students’ enrolment; it is possible that this is related to international student recruitments and competitiveness of the UA FDSC program. There seems to be a declining trend in MS student enrolments which may be resulting from dwindling numbers of undergraduate student enrolments.

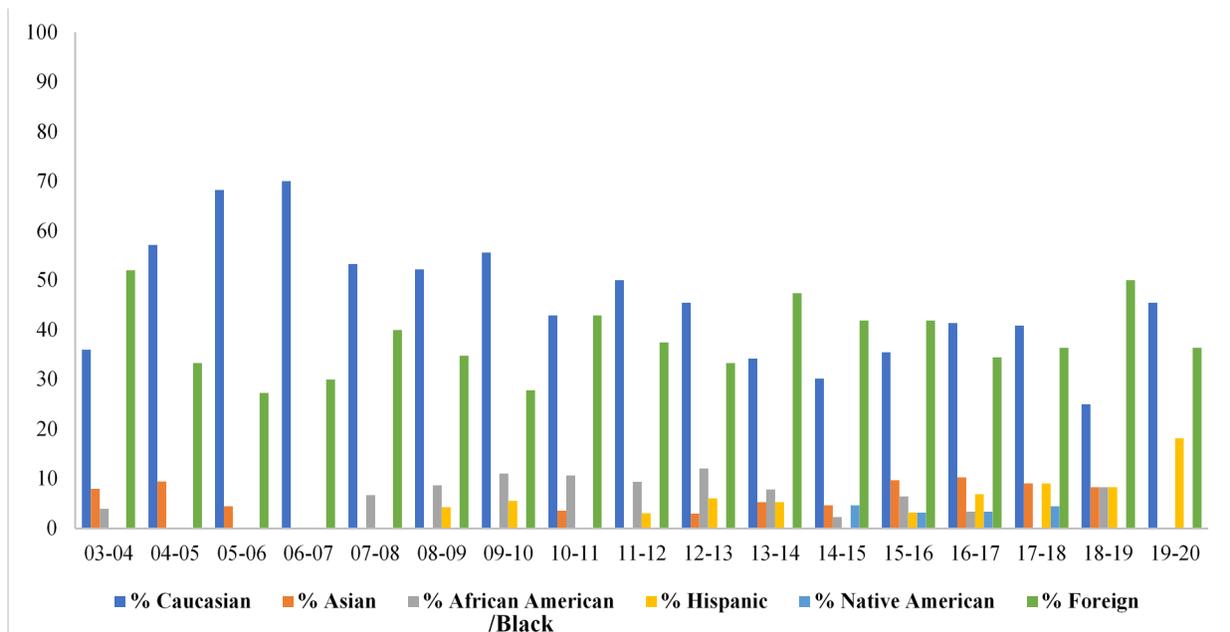


Figure 8. M.S. student ethnicity demographics. Overtime, very few African American/Black, Native American and Asian students are enrolled in the MS program. Recruitment efforts need to be driven to increase numbers for these student populations and there is need to identify reasons why these demographics are not attracted to the program.

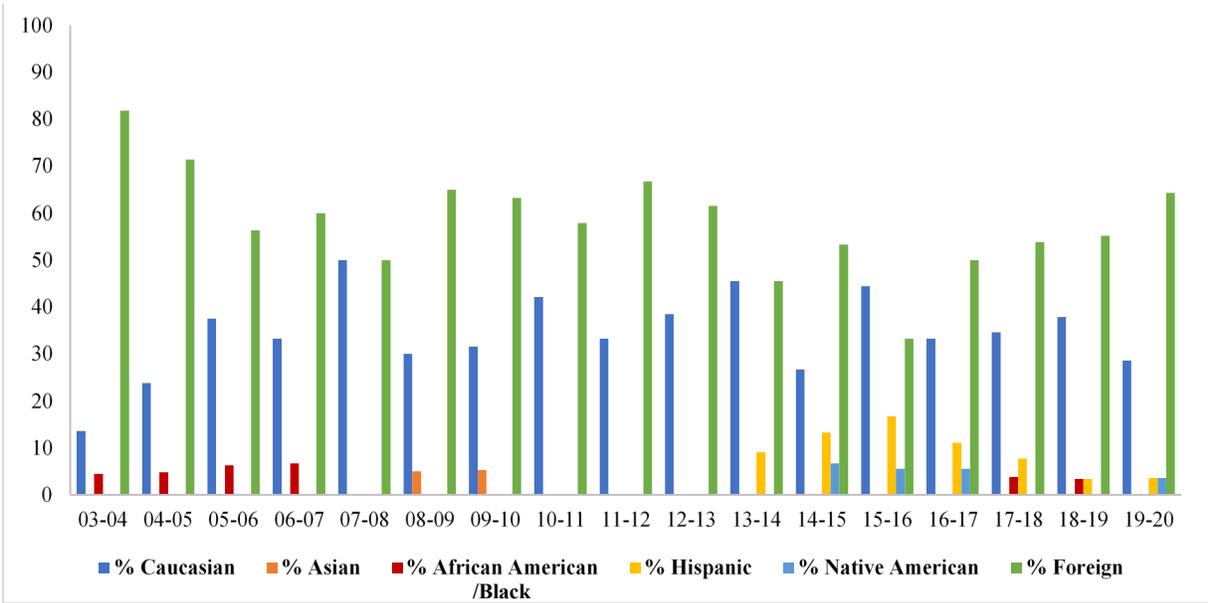


Figure 9. Ph.D. student ethnicity demographics. African American/Black and Asian students seem not to be well represented at the Ph.D. level. Recruitment efforts need to be driven to increase numbers for these student populations and there is need to identify reasons why these demographics are not attracted to the program.

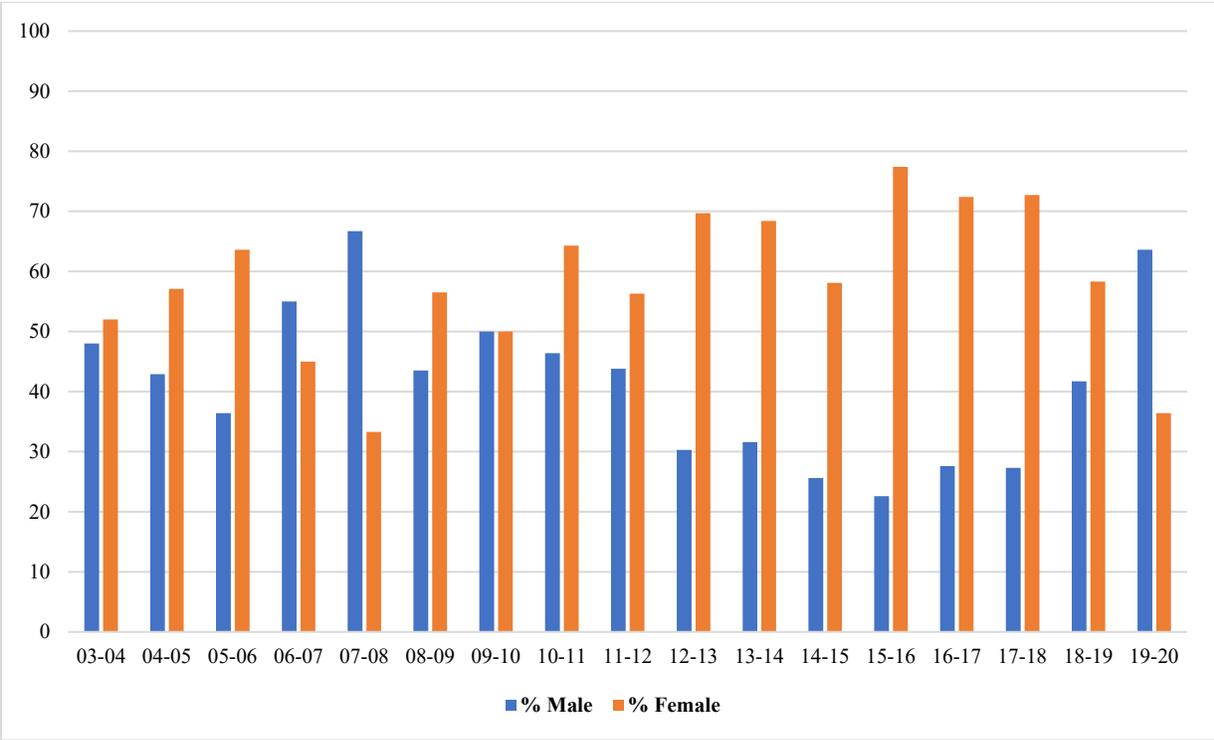


Figure 10. M.S. student gender demographics. The Male female representation seem to be normally distributed with occasional male or female majority. This trend is not similar to that observed for

undergraduate student demographic. The key will be for the FDSC unit to continue providing equal opportunity for both genders and making sure the graduate student faculty gender representation mirrors that of the student demographic.

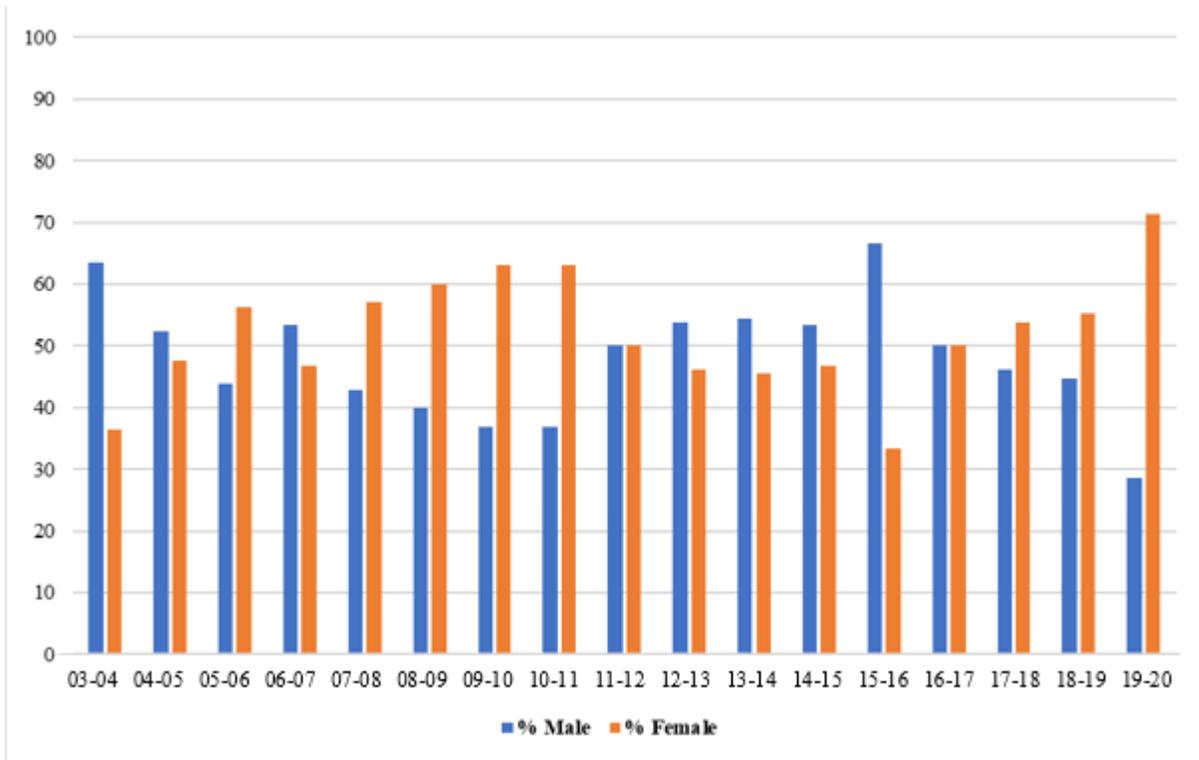


Figure 11. Ph.D. student gender demographics. The Male female representation seem to be normally distributed with occasional male or female majority. This trend is not similar to that observed for undergraduate student demographic but mirrors that for M.S. demographics. The key will be for the FDSC unit to continue providing equal opportunity for both genders and making sure the graduate student faculty gender representation mirrors that of the student demographic.

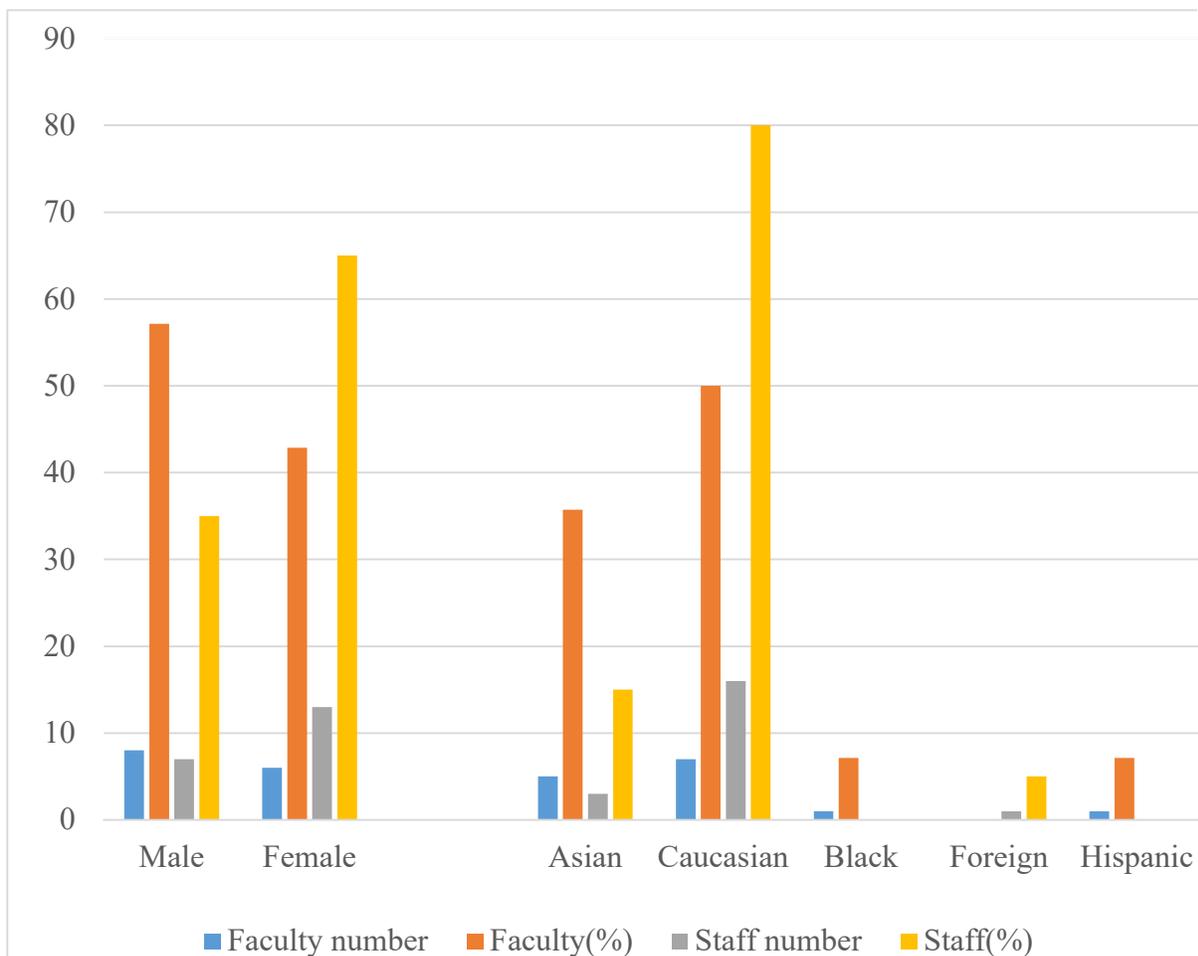


Figure 12. FDSC faculty and staff gender and ethnicity demographics. Although the student population is predominantly female, the faculty population is predominantly male. But there are more female staff than male staff which tends to bring a good balance. In general, the FDSC unit is on good track with this balance of genders. Black and Hispanic faculty and staff are under fewest; hiring effort may consider creating more diversity among the faculty and staff demographics.

Part Four: Food Science Goals and Action Steps

1) Commit to diversity, equity, and inclusion initiatives and actualize in the department's administrative infrastructure and strategic plan.

Key Action Items:

- Create a departmental level sub-committee comprising of at least 3 faculty, 2 staff, 2 graduate students, and 2 undergraduate students (honor and non-honor) with equivalent male to female ratio to generate and sustain DEI initiatives year-round. The committee chair will be nominated by the department head. The committee chair is mandated to form a departmental subcommittee upon nominations from other faculty or application-based process for students. The committee members will have two-year staggered terms.

- Commitment to fund, on an annual basis, DEI initiatives.
 - To establish an annual budgetary commitment of internal funds to support department-level student, staff, and faculty-based DEI initiatives. The department head will hold discretionary funds to address DEI initiatives including annual activities to celebrate diversity among students, staff and faculty; provide undergraduate and graduate students' DEI ambassador scholarships each at \$500 per year.
 - Identify and communicate competitive distinguished graduate student scholarships targeting minority and international students.
- The department will encourage all academic/staff and hiring committee members to be trained in "Facing Bias" and to seek guidance about diversifying hiring committees or teaching curriculums from the IDEALS institute as needed.

2) Create and promote an environment in the Food Science department where members of the department community feel welcomed, included, and supported to achieve personal and academic success.

Key Action Items:

- Provide students with nursing facilities/areas similar to that in the faculty and staff spaces/bathrooms.
- Introduce locations (e.g., bathroom) where female students can get free sanitary materials.
- Address accessibility of the FDSC facility to physically disabled persons, e.g. make access to the second floor of the FDSC feasible.
- Conduct semi-annual cultural events (potluck) to celebrate diversity.
- Conduct monthly birthday celebrations, which include undergraduate students, graduate students, staff, and faculty to encourage engagement.
- Conduct annual departmental retreat that includes students, staff, and faculty.
- Cultivate cultural competence and understanding in the workplace by conducting at least one annual invited lecture/seminar on the topic of diversity or have culture, foods, clothing, etc. informational/introduction seminars from populations represented in the FDSC department. Incentivize participation by awarding prizes.
- Create an arrival guide for the new students, faculty, and staff for easy transition.

3) Commitment to increase recruitment and representation of faculty that embraces diversity.

Key Action Items:

- As faculty positions become available, the department will encourage applicants to include a statement describing roles undertaken to promote diversity, equity, and inclusion.
- Encourage the search committee to consider DEI roles during the recruitment
- Departmental DEI plan will be distributed to all new faculty as part of the faculty orientation program
- Departmental committees will be formed with sensitivity to diversity in mind, and whenever necessary additional criteria will be established where gender or ethnic diversity is inadequate.

- DEI subcommittee will identify programs of benefit to minority students (e.g., the Carver Program) and catalyze participation of students to such programs.
- Initiate the DEI Faculty of the year award for faculty, staff and student.

4) Commitment to increase recruitment, retention, and engagement of undergraduate/Grad students from diverse backgrounds.

Key Action Items:

- Recruitment:
 - Create initiatives that promote increasing the representation of African American/Black, Hispanic/Latino students, and Native American/American Indian students and veterans.
 - Conduct an annual, recruitment stimulating event in collaboration with Springdale High school (the high school already has an existing food science and culinary science program and would be an excellent resource for recruiting the mostly Hispanic student population). FDSC will organize to bring those students to the FDSC department once a year or send representatives there for information sessions about the FDSC program.
 - FDSC recruitment person to work with the University of Arkansas admission counselors to identify and reach out to diverse schools with unrepresented populations.
 - Establish “culture show off” shows pairing graduate and high school students for participation in product development competitions.
 - Integrate students and alumni of diverse backgrounds into recruitment efforts; reward students for the time and effort given towards recruitment.
- Retention:
 - Start a new mentoring strategy targeting minority students, staff, and faculty.
 - Start a faculty mentoring program with the 2020 incoming class pairing them with a faculty member through tenure in our program.
 - Up communication on DEI issue:
 - Include DEI information and resources in the undergraduate/graduate student handbook.
 - Faculty teaching undergraduates FDSC 1011 (Exploring topics in FDSC, 2nd 8 weeks class) to invite a speaker to highlight available campus, college, and FDSC DEI resources.
 - FDSC to conduct a departmental orientation to new graduate students about diversity and inclusion. The approach is to invite speaker(s) from IDEALs to highlight available campus and college resources. Departmental DEI committee chair and student advisor will highlight FDSC DEI related resources.
- Engagement:
 - Encourage the formation of student clubs and groups that celebrate diversity and highlight these in orientation sessions.

- Invite minority speakers/ increase diversity-related topics and activities.

5) To increase recruitment, retention, and engagement of racial/ethnically diverse staff members.

Key Action Items

- Job positions and duties to reflect a commitment to DEI training and awareness.
- Remove barriers to staff participation in training programs and serving on campus committees; bring the training sessions closer to DTAS or FDSC building.
- Staff will be encouraged to participate in campus diversity training and support opportunities such as Facing Bias, Disability Awareness Trainings, Safe Zone Ally Trainings as able.

Part 5: Implementation and evaluation

Implementation

- February 10, 2020 – Plans for the period 2019-2024 Due
- April 15, 2020 – Feedback on Plans
- Fall, 2020 – Implement Plans
- January 15, 2021-First update on plans back to D&I office
- The diversity plan will be reviewed annually to benchmark progress on each of the action items.
- The completed plan will be posted on the web.

Evaluation

- Assign a DEI subcommittee member with the task of data collection to document milestones relevant to key action items.
- The DEI subcommittee will evaluate the documented data on annual basis and provide recommendations to be enforced by the unit head.