

**MINORITY RECRUITMENT AND RETENTION PLAN  
ARKANSAS STATE UNIVERSITY  
2021-2026**

**I. The Meaning of Diversity**

*Diversity is the creation of an environment that accepts the unique characteristics of each person as an equal and valued member of the community.*

**II. Diversity, Equity, Inclusion, and Belonging  
(DEIB) Rationale**

Many rationales exist for embracing diversity, equity, inclusion, and belonging as an integral component of academe and its pursuit of knowledge and excellence. Arkansas State University recognizes these rationales and rests the foundation of DEIB upon two factors: (1) DEIB is good for higher education and (2) DEIB is simply the right thing to do.

The demographics of the state of Arkansas reflect a population that is approximately 71% white, 15.7% black, 13.9% other minorities. Among those numbers, 8.3% of residents identify as Hispanic or Latinx (U.S. Census Data, 2022). It is important to note that the broadly defined Delta Region, a major component of Arkansas State University's service area, counties percentage of African American population range from 62% in Philips county to 16.6% in Craighead according to the Encyclopedia of Arkansa. Therefore, it is imperative that the University strive to create a campus environment that accurately reflects the world in which our students will live, learn and lead. As the world continues to become more diverse and interdependent, the marketplace is demanding that universities produce students who have the skills to lead, work with or be governed by those who may differ from them (Amicus Curae Briefs filed on behalf of the Univ. of Michigan).

Specifically, all students have a right to see a consistent and meaningful reflection of themselves, and of those from whom they differ, in the people, programs and activities of Arkansas State University. This reflection should be contained in the faculty, staff, student body and in all of the programs of Arkansas State University. A-STATE students must have continuous exposure to other cultures, racial and ethnic groups and the unique contributions this brings to understanding and problem solving. While all staff and faculty are expected to serve as positive models for our students, the fact remains that many students from underrepresented groups, and students in general, are drawn to those with whom they feel familiar and comfortable.

Finally, DEIB is simply the right thing to do. In a world where equality and equal opportunity continue to exclude the disenfranchised, a commitment to DEIB recognizes that equality, equal opportunity, and even social justice simply do not happen absent an institutional and personal commitment to include everyone in all facets of academia. After all, DEIB at its core is simply about inclusion and exclusion. It is an understanding of why we choose to include certain people, ideas, methodologies, paradigms and practices while simultaneously, systematically, and sometimes unconsciously, excluding others.

**III. Prerequisites for Success**

Successful and enduring DEIB can only exist when certain factors and understandings exist on a campus. These prerequisites for success include the following:

- A. The university must continue to make a significant financial commitment and investment in people and programs, most notably in the areas of faculty recruitment and the academic development of students from underrepresented groups.
- B. An understanding must exist that the challenges surrounding the issues of DEIB must be shared, and met, by all campus members. It cannot be the responsibility of a limited number of campus participants.
- C. DEIB does not simply happen. Rather, it is the result of coordinated and sustained efforts of all members of the campus community. It requires that the university be innovative and

willing to take perceived risks and implement different strategies to build and sustain DEIB throughout the campus.

- D. All campus members must be willing, to some degree, to embrace different people, ideas and methods in significant and meaningful ways throughout the campus community.

#### **IV. Vision and Mission Statements**

##### **Vision Statement**

A-STATE will be *known* for its commitment to DEIB as evidenced by its inclusive/equity work and learning environments, its acceptance of differences as positive and enriching and its ability to attract, retain and advance a *diverse* faculty, staff and student body.

A-STATE will have an environment where anyone, no matter who they are, will see a consistent reflection of themselves on the campus and in its activities. They will feel comfortable, welcomed, and as if they belong at A-STATE.

##### **Mission Statement**

The Diversity/Affirmative Action and Campus Climate Committees will facilitate the process of embracing inclusion for A-STATE by educating the campus on DEIB and its benefits thereby enhancing the learning and work environments and enabling all campus members to become more productive global citizens.

#### **V. The Process for Achieving Diversity, Equity, and Inclusion**

##### **A. Structural Diversity and Inclusion**

Structural diversity refers to numerical and proportional representation of students, faculty and staff from different racial/ethnic groups throughout the university, including its programs and activities (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, 1999). This level of diversity will be achieved via the following goal:

##### **RECRUITMENT:**

GOAL: The faculty and staff composition at Arkansas State University shall reflect the demographics of the student body.

##### Action Plan:

1. The University must continue to monitor the student/faculty ratio as they relate to gender and ethnicity. According to the fall 2021-2022 Factbook Fall Enrollment Survey, minorities accounted for 22.4% of the enrollment base. African Americans were the largest ethnic minority group accounting for over 14% of the total enrollment base. Conversely, of the 504 total full-time faculty, 17.7% are minority with 5% African American, 8.3% Asian and 2.8% classified as Hispanic. Goals for minority faculty recruitment must always consider the following: (1) Retirement and Attrition of minority faculty members; (2) The number of total faculty may continue to grow; and (3) The student body may continue to grow.
2. The University must support a process for strategic hires in selected departments with an emphasis on departments where there are no African American, Latina/o or female faculty members.
  - i. Additional faculty lines must be created to support and sustain this strategic hiring initiative.
  - ii. The university will initiate a formal “Grow-Your-Own” program whereby promising members from underrepresented groups are provided financial support as they pursue terminal degrees.
  - iii. Implement and fund Pre-doctoral Teaching Fellowships for underrepresented scholars.

3. The search and selection process must be continuously monitored to ensure potential employees from underrepresented groups are treated fairly and equitably throughout the search and selection process.
4. The campus community and search committees must be continuously educated on how to conduct searches that will attract more diverse applicants into each position pool.
5. Review and modify the Search and Selection Plan on an annual basis to assess effectiveness of the process and allow input from the various constituent groups.

#### RETENTION AND DEVELOPMENT:

GOAL: Create and maintain an environment on the A-STATE campus that makes it a desirable place for members from underrepresented groups to work and develop professionally.

#### Action Plan:

1. Develop and recognize best practices in creating and maintaining a welcoming environment for minority faculty, staff and students.
2. Engage in intentional activities to maintain a welcoming environment and to combat the “chilly climate” that may be experienced by female and minority faculty members.
3. Assign mentors to all minority faculty and staff members who are new to the University or to their current position.
4. Create friendly and honest peer evaluation groups to help assess the job performance of minority employees.
5. Continuous individual meetings between faculty and department chairs to review teaching evaluations, research progress, PRT progress and conduct yearly goalsetting with interim reporting.
6. Provide opportunities for minority faculty and staff to assess their satisfaction with the work environment and their development as a professional.
7. Conduct an institutional climate review every three years.
8. Conduct exit interviews with persons who transfer to other departments or leave the university altogether. Emphasis should be placed on ascertaining why individuals felt compelled to seek employment elsewhere.
9. Encourage and support faculty in their pursuit of research that may fall outside of the traditional realms of research.
10. Determine the role that service to students, the campus and the community will have in the reward systems for faculty and staff, especially for those who advise and mentor significant numbers of students.
11. Monitor departmental interactions to ensure that all faculty have an opportunity to participate in all formal and informal departmental functions.
12. Provide continuing education for the A-STATE faculty and staff populations on diversity employment and retention issues.
13. Ensure proper representation of members of underrepresented groups and women on all

University committees, panels, taskforces, etc. Particular care should be given to all selections or appointments that result in recommendations or decisions that will impact the work environment.

14. Annually disseminate data regarding Ph.D. and MA/MS production by race/gender across fields to identify those areas where special efforts might be needed. Such data will come from The American Council on Education's annual status report on Minorities in Higher Education, and the annual *Survey of Earned Doctorates* compiled by the National Science Foundation, the National Institutes of Health, the U.S. Department of Education, The National Endowment for the Humanities, the U.S. Department of Agriculture and the National Aeronautics and Space Administration.

GOAL: Introduce initiatives to the campus that will encourage understanding of diversity, build support for an inclusive environment and create opportunities for diversity dialogue. Celebrate diversity by recognizing and rewarding diversity-based research and the development of programs that contribute to the overall objectives of diversity.

Action Plan:

1. Excellence in Diversity Award
  - i. The purpose of this award is to encourage excellence through diversity in academic departments by recognizing those departments that exhibit the highest commitment to excellence through diversity with an emphasis on recognizing best practices that are sustainable.
2. Quality Teaching Circle- The purpose of this initiative is to promote excellence in teaching, research and service among minority faculty members by creating positive and safe environments for faculty members to exchange ideas, receive enriching criticism, express concerns and access a university-wide support system.
3. Strategic Hiring Fund – Provides recruitment and retention assistance by helping fund the first-year salary of certain high-priority minority or female faculty and staff hires.
4. Diversity Incentive Grants Program – Monetary grants will be provided to faculty and staff members to pursue diversity-related research, create diversity-based courses or infuse diversity into existing courses. Additionally, grants will be provided to staff members to engage in initiatives designed to improve workplace climates.
5. Student Incentive Grants - The goal of this initiative will be to encourage students to work together by funding collaborative proposals that help impart the university's commitment to diversity throughout the student body.

DIVERSITY, EQUITY, INCLUSION and BELONGING and the STUDENT BODY

Student Outreach, Recruitment, Retention and Academic Performance: Arkansas State University has the potential to recruit significantly larger numbers of students from underrepresented groups, specifically African Americans and Hispanics. There are many counties and school districts with majority-minority populations within driving distance to the University. Additionally, the growth projections for the Hispanic community will present significant opportunities to recruit Hispanic students for Northeast Arkansas and from the rapidly growing Memphis Metropolitan Area. A combination of effective outreach and persistent recruitment will be required to position the University to take advantage of its unique geographic location.

The goals and strategies outlined below must be attained if the University is to experience sustained long-term growth and be viewed as a college of choice for people from underrepresented groups as America continues its transformation into a multicultural and multiethnic society devoid of a majority group. A key component of addressing the academic improvement of underrepresented student

centers around the creation of an academic mentor/advisor position whose primary function will be to develop, implement and coordinate initiatives, programs and University functions and services to improve the academic performance of underrepresented students with particular emphasis placed on African American males.

## **THE CURRICULUM AND DIVERSITY, EQUITY, AND INCLUSION**

The central question DEIB presents to higher education concerns how the university can best use the curriculum to equip students with the knowledge and skills to function effectively in a diverse American and global society and how the university can best provide resources that allow all students to be their best self and successful in the classroom. Research continues to reveal that DEIB in the curriculum remains the ideal place for introducing and sustaining DEIB and its benefits among the student body.

GOAL: To infuse more DEIB into various levels of the general education curriculum where appropriate.

### Action Plan:

1. Create a comprehensive survey instrument to determine the extent of DEIB coverage in the general education curriculum and in other courses throughout the university.
2. Provide incentive grants to encourage and enable faculty members to introduce more DEIB into their current course offerings.
3. Host Faculty Diversity Forums/Workshops to assist faculty members in introducing DEIB ideals into their courses and to develop a repertoire of skills to accommodate diverse learning styles that exist in diverse classrooms.

## **DIVERSITY, EQUITY, INCLUSION and BELONGING ARKANSAS STATE UNIVERSITY**

### **IMPLEMENTATION PLAN FOR REVIEW & IMPROVEMENT**

#### **Diversity Vision:**

A-S TATE will be *known* for its commitment to DEIB as evidenced by its inclusive/equity work and learning environments, its acceptance of differences as positive and enriching and its ability to attract, retain and advance a *diverse* faculty, staff and student body.

#### **Working Definition:**

*DEIB at A-STATE is a process embracing the ideal of inclusion and social justice. Through continuous education, the A-STATE community constantly moves towards that ideal by generating special attention and sensitivity to such factors as gender identity, race, ethnicity, ability, age, and religion while accepting these differences as positive and enriching.*

## **VI. MEASURES USED TO ASSESS SUCCESS**

GOAL: Develop the measures that will be used to assess the success of the university's DEIB initiative.

### Action Plan:

1. Every three years the university will conduct a campus climate survey and compare the results to the initial baseline data to assess the effectiveness of implemented diversity initiatives. Additionally, such data will be used to guide the planning, development and implementation of future initiatives.
2. Hiring data shall be maintained and reported for all departmental units on a yearly basis. Such data shall include the race and gender of all persons the university hired and interviewed, including telephone interviews. Additionally, a breakdown of all applicants, by position, shall be provided throughout the year.

## **VII. ACCOUNTABILITY MEASURES**

GOAL: Develop and implement DEIB accountability measures.

- Develop incentives and disincentives for all supervisors in the areas of recruitment and retention of minority employees. Additionally, these measures will apply to gender issues in areas where under-representation remains an issue.
- Integrate DEI as a component for evaluating all supervisors.
- Campus units will develop, present and implement individual DEI plans consistent with the goals, principles and suggestions outlined in the DEI strategic plan. These self-developed plans shall be used to help assess accountability.

<b>Underrepresented Student, Faculty and Staff Recruitment and Retention Goals and Strategies</b>				
<b>Goal 1: Recruit and enroll/hire greater numbers of students, faculty and staff from underrepresented groups to create a truly diverse community that reflects both our diverse society and individual differences, and encourage partnerships that build educational pipelines.</b>				
<b>Strategy</b>	<b>Action Needed</b>	<b>Action Taken</b>	<b>Responsibility (Person/Committee/Unit)</b>	<b>Status</b>
Collect and track ethnicity data on inquiries as well as	Data base that readily breakout data when needed.	Current admission standards are being revised to remove the 21 ACT requirement implemented in 2011 for first-year students which took the African American first year enrollment down by 59% from 321 (2010) to a low of 131 (2017). Increase current enrollment of African American first-year students	VC Enrollment Management (VCEM)	Proposed Spring 2023
Develop a scholarship program that supports a	Evaluate current scholarship requirements.	Scholarship requirements were reviewed in 2022 and changed for entering class of 2023 to remove the ACT requirement. Increase the number of institutional scholarships awarded to underrepresented students by 15% over 2022	VCEM Admissions	Completed 2022, to be
Have students from underrepresented groups to be the recruitment	Program developed in 2017. Student Diversity Recruitment (SDR).	Student Diversity Recruitment (SDR) team consist of students from underrepresented populations working with Admission and Enrollment Management to visit high schools for recruitment purposes. Increase number of school visits by 20% by 2026. Work with Admission Recruitment	VCEM, VCDE (Vice Chancellor for Diversity, Inclusion, and Community)	On-going
Review search committee practices in hiring faculty/staff	Institute training for search committee members.	Implement search committee training and practices that avoid/reduce bias and encourage broad representation on search committees for faculty and staff. Outcome will be increase in diversity of members on committees and number of applicants	Human Resources, Title IX, VCDE	2023-2024
Increase diversity in applicant pools.	Build/expand relationships.	<ol style="list-style-type: none"> <li>In addition to The Chronicle of Higher Education, search out other avenues of advertising to reach a diverse pool of applicants.</li> <li>Have each department/unit include their professional publications when advertising positions for professional positions.</li> <li>Look for opportunities to visit professional conferences that appeal to those looking for faculty positions to set up recruitment table</li> <li>Discuss with Finance and Administration the possibility of using temporary salary savings</li> </ol>	Human Resources Individual units	Fall 2023
Develop plan of Communication for high school students from underrepresented groups	Communicate with junior high school students during career development portion of their curriculum.	Admissions/ Enrollment Management. Communicate with junior high school students during career development portion of their curriculum. This is facilitated through the A-State Connection. A-State Connections brings high school juniors to campus in Spring for a day of information sharing in the Spring semesters. Increase number of participants for A-State Connection to 60 by 2026.	Multicultural Center Admissions	On-going

Enhance relationships with high school counselors especially those who work in schools with high	Expand outreach and public engagement.	Cultivate a relationship with counselors from regional and other schools with large representation of students from diverse background. Develop a communication program to keep them informed of Pack Preview Days and other opportunities to bring their students to campus with the goal increasing the number of campus visits. Outcome will be completed communication program and continuity of service.	Admissions, VCDE	Fall 2023
Bring more students from underrepresented groups to campus	Provide more opportunities for visits for students from underrepresented groups and their	Become more intentional to reach out to students from underrepresented populations to encourage attendance at campus events hosted by Admissions such campus visits on football game days, Pack Preview Day, etc. Set base data for number attending in Fall 2023 and increase by	VCDE, VCEM	On-going beginning Fall 2023
Implement admissions outreach strategies	Hire recruiters from underrepresented groups	Try to maintain a diverse recruiting staff (In 2021 there were two female recruiters – Latina and two-or-more races. 2022-23 there are two African American recruiters – male and female) to aid in appealing to	VCEM, Admissions	On-going
Recruit minority students to specific	Work with academic colleges to develop departmental and	Two grant funded programs exist. Diversifying Our Curing Community (DOCC-since 2021) program for pre-med majors. The Arkansas Louis Stokes Alliance for Minority Participation (ARK-I SAMP)	VCAA, VCDE Dean of Science and Math	On-going
Monitor marketing materials	Reflect diversity in marketing materials	Ensure marketing materials accurately reflect the diversity of A-State.	Marketing and Communications	On-going
Increase awareness of A-State to the community through TRIO programs.	Submit an Upward Bound Math/ Science grant proposal to the Department of Education	Upward Bound grant was lost several years back. The opportunity to reapply is not annually, but runs in funding cycles. Other TRIO opportunities exist such as Talent Hunt, Veterans Upward Bound, Upward Bound Math, and Ronald McNair program. Participants have to be either first-generation, low-	Dean of University College	Summer 2024

<b>Goal 2: Increase the institution's graduation and retention rates by developing specific programs for underrepresented groups below the institutional average. Increase retention of faculty from underrepresented groups.</b>				
Strategy	Action Needed	Action Taken	Responsibility (Person/Committee/)	Status
Direct more resources to improving first-year retention rates of underrepresented populations	Redirect a greater percent of time of Multicultural Center staff from programming to mentoring	Raise the 2021 academic year first year retention rates of African Americans (81.1%), American Indian (50%), Asian/Pacific Islander (77.8%), Hispanic (78%) and Two or More Races (70.5%) by 5% by 2026. Redirecting the Multicultural Center staff to supplement the advisors' efforts by tracking the members grades throughout the school year, have set number of times to meet with each individual member of the groups per semester, have conversations on keeping financial aid and scholarships, course loads, withdrawing from class before deadlines, etc. Student groups involved include Brother 2 Brother, Sister 2 Sister, Hispanic	VCDE, Multicultural Center Staff	On-going



Direct more resources to improving six-year graduation rate of underrepresented	By raising six-year graduation rate of African Americans, the institutional rate improves	Six-year graduation rate of African Americans has climbed from 39.3% with class of 2011 to 42% with class of 2015, but lags behind that of Whites of 57.2%. The action plan is to raise the graduation rate above 50% by 2026 by developing a tracking system for members of all African American student organizations, create study hours in the Multicultural Center, create programming focusing on reducing the drop-out rate after junior year due	Dean University College Multicultural Center Staff VCDE	On-going
Reduce graduation gap.	Target first-generation and transfer students.	Collaborate with Student Support Services (SSS) to provide resources similar to SSS for those first-generation students who did not qualify or get selected for participation and to include transfer students of diverse background. Base date to be obtained in Fall 2023. Develop specific award programs for these groups to show increased	Student Support Services, University College, Multicultural Center	Spring 2024
Improve technology and electronic information for persons with	Continue to improve access	Work through Access & Accommodations to regularly assesses the latest technology for education and learning for students with disabilities.	VCDE, VCAA, CIO	Ongoing
Reduce graduation gap	Increase services to Non-Traditional students	Enhance and fund programs/services of Non-Traditional Student Services. Outcome will be decrease of graduation gap between first-generation, transfer and non-traditional students compared to others. Base data to be	Multicultural Center	Fall 2023
Improve student mentoring and advisement strategies for culturally	Assess current operation of peer-to-peer mentoring groups. Do longitudinal study of members graduation rates compared general	Currently working with and sponsoring mentoring groups Brother to Brother (B2B), Sister to Sister (S2S), and Hermana y Hermano (HYH). Additional work being completed by Associate Vice Chancellor of Academic Services. Begin shifting focus of Multicultural Center from a programming entity to more of an academic support unit	Multicultural Center VCDE	On-going
Increase privately funded scholarships for	Increase number of privately funded scholarships.	Privately funded scholarships awarded through the Multicultural Center by Strong-Turner Alumni Association have increased from 2 in 2015 to 8 in 2022 with 7 being endowments and 2 are annual awards.	VCUA, VCDE	Completed On-going
Improve non-academic advising services for students	"Intrusive advising"	Provide "intrusive advising" to students from underrepresented population who are transfer and non-traditional upon entering their junior year to prevent them from feeling isolated/alone. Outcome will be early warning of students in trouble and the	Multicultural Center	Fall 2023
Create a directory of underrepresented groups on-	Develop a contact list.	Develop a contact list for presidents of underrepresented groups student organizations. Meet with the presidents as an advisory group at least once a semester.	Multicultural Center VCDE	On-going
Support registered student organizations	Allocate a source of funding.	Currently there are several student groups representing various cultures (see <a href="#">RSO website</a> ). Each group can submit a budgeted request for supplemental funding for programming through the Multicultural Center for funds provided by VCDE.	VCDE, Multicultural Center	Fall 2021, reviewed annually
Ensure A-STATE is in compliance with ADA and ADAAG	Office for Access and Accommodations will take a proactive approach with	Staff member of Access and Accommodations serves on the campus Building and Grounds committee which helps assure buildings are in compliance.	VCDE, Asst. VC Human Resources	Complete. Committee meets annually
To increase student understanding of individual	Expand through First-Year Experience (FYE) course	Multicultural Center (MC) staff will work with FYE faculty to teach the section of the FYE course on Diversity/Multiculturalism. Increase the number of class visits (FYE and other classes) by the MC staff by 10% annually through 2026.	Multicultural Center University College	On-going

Diversity Training	Include diversity training as a part of the preparedness programming for orientation leaders, campus ambassadors	Diversity training is completed for RA's, FYE classes, and Leadership Center (SGA, SAB, Greek Life, Volunteer A-State), and Multicultural Center student leaders annually.	VCSA, Multicultural Center	On-going
Maintain support of the ADVANCE Program	Continue to offer inspirational, financial, and professional support to faculty/directors from underrepresented	ADVANCE (not an acronym) is a program out of the Division of Diversity that utilizes a senior faculty member to mentor and develop programs that aid junior faculty of color in their quest for tenure and promotion. Recent participants include four African American instructors receiving their doctorates and becoming tenure track professors and three faculty moving up to associate professor	VCDE	On-going
Add leadership component to ADVANCE	Identify ways to offer leadership and professional development	Continue to provide opportunities through ADVANCE that promote personal and professional development for faculty and staff from underrepresented groups to enhance their experience at A-State. Increase number of African	VCDE	On-going
Serve as a bridge between current students and	Increase support for alumni associations for underrepresented	Strong-Turner Alumni Chapter (African American) is supported in all aspects through the Alumni Association and the VCDE office. Will work with university advancement to assess feasibility of creating other alumni groups for underrepresented	VCUA, VCDE	Ongoing, reviewed annually

<b>Goal 3: Develop institutional practices that make the campus climate more conducive to serving a diverse population of students, faculty and staff.</b>				
<b>Strategy</b>	<b>Action Needed</b>	<b>Action Taken</b>	<b>Responsibility (Person/Committee/Unit)</b>	<b>Status</b>
Enhance appeal of A-State to Latina/o communities and prospects	Establish linkages and relationships within the Hispanic Community	Since 2020, we have expanded our advertising and promotion from two organizations (El Centro Hispano in Jonesboro and LULAC out of Little Rock) to advertising in two statewide Hispanic publications in Spanish Language, created a Latina/o Faculty/Staff Resource Group on A-State campus as well as Hispanic Professional	VCDE, University Communications	Completed 2022 On-going
Clearly show support of Native Americans, Latino/a, Asian American, and international students	Expand the focus of the Multicultural Center services to be more inclusive.	New organizations established in past three years include Hermana Y Hermano and the first Hispanic sorority (Hermanidad de Sigma Iota Alpha, Incorporada, established on April 29, 2021) expand support groups for Latina/o students from one to three. Programming has been expanded to include aforementioned groups and increased collaboration with International	VCDE, Multicultural Center, International Programs	Spring 2021 On-going
Land acknowledgement statement	Create a land acknowledgement statement	Land acknowledgement statements have been created by many institutions of higher education and placed on their webpages to acknowledge and recognize the historical Native American history (A-State Museum and Humanities created	VCDE	Fall 2023

Report acts of discrimination	Improve mechanism for reporting and bringing awareness of incidents of bias, hate, discrimination.	Focus groups were held in Spring 2022 to discuss findings of campus climate survey conducted in 2020. As part of these discussions, improvements were made in the online process of reporting incidents creating at one-stop place to report (Reporting on Campus) all incidents with the incidents then being filtered/directed to the	Title IX	Completed Spring 2022
Administer campus climate survey every three years	Revamp the campus climate survey	Currently working with EAB to develop new campus climate surveys. Student surveys will be administered in spring every three years. This will allow for input from first-year students after one semester on campus. An in-house faculty/staff survey will be developed due to the	VCDE, Assessment	Spring 2024
Evaluate results of campus	Conduct focus groups	Based upon issues identified in the campus climate survey, develop outcomes for improvements and address needs.	VCDE, Assessment	Fall 2024
Enhance retention data collection	Annually review retention data of faculty, staff and students	Through data collection, monitor why faculty/staff leave to make improvements where possible.	Assessment, VCDE	Fall 2023

<b>Goal 4: Impart the University's commitment to diversity values to the A-STATE community and its constituents</b>				
Strategy	Action Needed	Action Taken	Responsibility (Person/Committee/)	Status
Celebrate diversity	Host annual award program and provide incentives	An annual "Excellence in Diversity Award" program is held recognizing, by nominations, those have promoted diversity. Supplemental funding is available to faculty from underrepresented groups to assist in travel to support touring an organization	VCDE	On-going
Compete for the Higher Education Excellence in Diversity	Complete annual survey provided by Insight into Diversity	Competing for the HEED award provides an outside perspective on what is be done at A-State to advance diversity. This is an evaluation by an outside source. As of 2022, A-State has been selected for 5 consecutive years	VCDE	Summer 2023
Expand strategic partnerships	Increase opportunities for strategic partnerships in	Look for more ventures such as the annual diversity conference hosted by A-State, St Bernards and NYIT. Develop for more opportunities to work with organizations like the Hispanic Center	VCDE	On-going

<b>Goal 5: Effectively incorporate DEIB in the curriculum</b>				
Strategy	Action Needed	Action Taken	Responsibility (Person/Committee/Unit)	Status
Develop an inventory of current DEI course offerings	Create a comprehensive survey instrument to inventory courses that meet one or	Produced for State Legislature	VCAA, VCDE	Completed Fall 2022

Provide faculty Development opportunities to incorporate DEIB in the curriculum	Develop workshops to facilitate curriculum design that improves classroom setting for all.	A-State has entered into a contract with the Association of College and University Educators (ACUE) for faculty who choose to participate to provide courses for faculty that will enable them to learn about and implement a series of research-based teaching practices shown to improve student outcomes.	Center for Excellence in Teaching and Learning	Fall 2021 On-going
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*Strategies and actions last updated May 2023.*