

School of Human Environmental Sciences

Diversity, Equity and Inclusion Plan

Dale Bumpers College of Agricultural, Food and Life Sciences

University of Arkansas at Fayetteville & Division of Agriculture

2020-2024

*Updated January 2021 *changes noted in Green font**



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.

A campus-wide, collaborative effort led by Chancellor Joe Steinmetz resulted in eight Guiding Priorities and measurable goals that provide direction for the university's Strategic Plan. This roadmap for our future is articulated through unifying themes that describe who we are, what we do and why it matters.

Office for Diversity, Equity and Inclusion Eight Priorities

1. Personalized learning opportunities for faculty, staff and students
2. Opportunities for enhanced engagement with people of diverse backgrounds
3. Efforts to ensure inclusion and diversity as a universal value of campus through active measures
4. A budget that reflects a commitment to inclusion and diversity
5. Access to a network of resources to support an inclusive climate
6. Opportunities to enhance intercultural competency and diversity
7. Efforts to ensure our campus reflects a commitment to inclusion and diversity
8. Commitment to establish and maintain professional practices and conduct reflective of an inclusive University of Arkansas community

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.

HESC MISSION STATEMENT

The School of Human Environmental Sciences (HESC) in the Dale Bumpers College of Agricultural, Food and Life Sciences strives to be nationally recognized for its efforts in strengthening diversity, recruiting and retaining a diverse student body, building cultural competency, and most importantly serving as a resource for faculty, staff, and students within the units of HESC (Apparel Merchandising and Product Development, Hospitality Management, Human Development and Family Sciences, and Human Nutrition and Dietetics) as it seeks to enhance our land grant mission of teaching, research, service, and extension to Arkansans.

Diversity: Includes all dimensions such as gender and gender identity, sexual orientation, race/ethnicity, (dis)ability status, socioeconomic status, language, culture, national origin, first-generation, religion, age, veteran, political perspective and more.

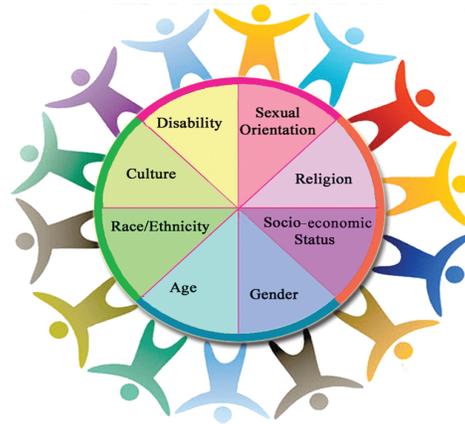
Equity: We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Collegiality. We value an environment that facilitates collegial relationships, encourages mutual understanding among diverse individuals and leads to addressing issues and differences in an atmosphere of mutual respect and civility.

Civility. The demonstration of respect for oneself and for others (e.g., faculty, staff, peers), reciprocity (i.e., treating others as we desire to be treated), and behaviors which promote a safe and supportive climate enabling students to engage as full and active participants where the free flow of ideas is encouraged and affirmed.

Cultural Competence: Improved skills of HESC faculty, staff, and students relative to diversity, equity, and inclusion.



CURRENT HESC DEMOGRAPHIC DATA

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.

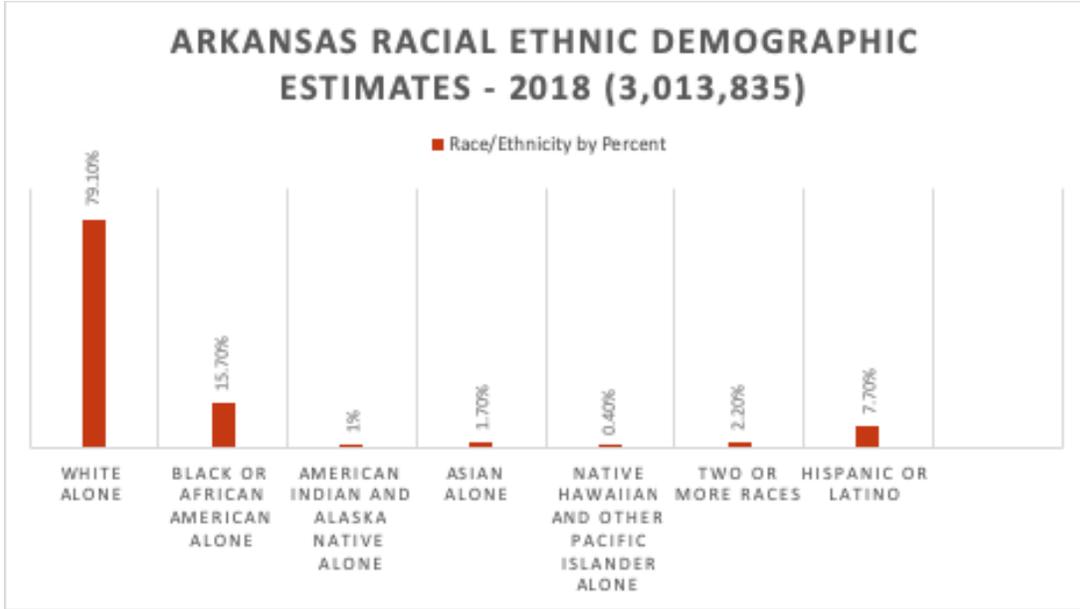


Table 1. HESC Current Faculty Population (2016-2018)

HESC	Gender	Race/Ethnicity	2016	2017	2018
TOTAL			28	33	34
	Male		3	7	7
		Asian or Pacific Islander	0	0	0
		Caucasian	2	3	3
		Non-Resident Alien	1	4	4
	Female		25	26	27
		Asian or Pacific Islander	1	1	1
		Caucasian	21	23	24
		Non-Resident Alien	2	1	1
		Unknown	1	1	1

Table 2. HESC Student Population (2016-2018)

HESC	Gender	Race/Ethnicity	2016	2017	2018
TOTAL			835	802	803
	Male		77	57	60
		Asian	1	2	3
		African American	11	4	8
		Hispanic and any other race	8	4	7
		American Indian or Alaska Native	1	1	0
		Caucasian	52	45	39
		Non-Resident Alien	0	0	1
		Unknown	0	0	0
		Hawaiian or Pacific Islander	0	0	0
		Two or More Races	4	1	2
	Female		758	745	743
		Asian	11	9	9
		African American	40	29	19
		Hispanic and any other race	55	57	60
		American Indian or Alaska Native	8	1	5
		Caucasian	608	617	609
		Non-Resident Alien	14	17	16
		Unknown	2	2	2
		Hawaiian or Pacific Islander	1	0	1
		Two or More Races	19	13	22

DEI EFFORTS IN HESC (Fall 2019-2020)

In the past several years, HESC has addressed DEI in various ways:

1. We have assessed intercultural competency among all faculty, staff, Honors (HDFS *only*), and graduate students in HESC on the Intercultural Development Inventory (IDI) from 2017-2021; post-assessments occurred in January 2020 (see Appendix A for results of the significant growth in cultural competence) and will occur again in Spring 2021.
2. All faculty have completed the sexual harassment/Title IX training (2016).
3. Hospitality students run The Pineapple Café which is a student-run, pop-up restaurant that offers a rotating menu of unique flavors and international cuisine.
4. Each spring, Hospitality students/faculty host “Students Mastering the Art of Southern Hospitality” (SMASH). Funds raised during this event support students with scholarships, professional development opportunities and travel.
5. Each spring, AMPD students/faculty organize *Enclothe* as a fashion show spotlighting creations of students AMPD program; and highlights social justice issues using clothing as an educational experience for students and for those who attend this event.

In 2019, HESC implemented new strategies to promote DEI efforts:

1. Formed the first HESC DEI Committee (August 2019): Jackie Mosley (HDFS, Chair), Stephanie Hubert (AMPD), Lobat Siahmakoun Bayyari (HNHI), Eunjoo Cho (Ex Officio member, Grad Coordinator), Sara Fanous (Undergraduate Honors student), Jerred McCormick (Graduate student), and Doug Walsh (Staff)
 - a. This Committee will become a Standing Committee in HESC in 2021
2. HESC Retreats (January 2019, August 2019, January 2020) focused on DEI, as well as other trainings for faculty (i.e., microaggressions, cultural competence)
3. Research and teaching have increased focus on DEI and cultural competence
4. Added new domestic and global Study Abroad programs in AMPD, HOSP and HDFS/BK, as well as many Service Learning designated courses

DEI UPDATE IN HESC (2021)

1. Working with IDEALS to provide a virtual training on Systemic Oppression and Racism; Organized by DEI Committee in collaboration with Interim Dept Head
2. In 2020: 9 (out of 20) faculty/staff and 15 students received Honor Roll in DEI efforts (**Goal is to increase this number each year**)
3. Will update goals and policy based on University *ACT!* goals and recommendations (i.e., Programming, Policies, Reinforcement)

FUTURE GOALS IN DEI

As stated in the campus diversity plan, HESC feels 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 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.



ACTION GOALS	TIMELINE
<i><u>Short Term Goals:</u> Create and expand DEI professional development opportunities for faculty, staff, and students.</i>	
Assess (2019) and post-assess (every odd year) using NSSE and Qualtrics surveys of our students about their engagement and growth and the overall culture/climate	Fall 2019 (pre-assessed); every other year will post-assess (starting in 2021), using NSSE, led by DEI Committee
Will promote DEI initiatives in HESC Newsletter (monthly)	Fall 2019-present (led by Katie Wright, Staff on DEI Committee)
Will continue faculty and staff trainings in DEI 1-2 times a year; as well as strengthening and expanding teaching	2019-present (organized by DEI Committee)

strategies that promote DEI and cultural competency, through faculty retreats and trainings.	
Annually assess and reward students in a HESC STUDENT AWARD FOR DIVERSITY, EQUITY AND INCLUSION EFFORTS (Refer to Appendix B)	2020-present (organized by DEI Committee)
Annually assess and reward faculty in a HESC FACULTY HONOR ROLL FOR DIVERSITY, EQUITY AND INCLUSION EFFORTS (Refer to Appendix C)	2020-present (organized by DEI Committee)
<i>Midterm Goals: Promote a welcoming environment for diverse undergraduate and graduate students through recruitment, retention, and support programs.</i>	
HESC will appoint rotating members off the School and Bumpers DEI Committees every 2 years. **Now an official Standing Committee	Fall 2019-present (organized by DEI Committee Chair)
All HESC Search Committees and Promotion Committees (i.e., Promotion and Tenure Committee) will participate in Implicit Bias trainings	2021 (organized by DEI Committee in tandem with Interim Dept Head and P&T Committee, as well as TBD Search Committees)
All incoming new graduate students will be required to attend the graduate student orientation training program offered by the graduate school, as well as participate in a cultural competence training.	Fall 2019-present (organized by IDI trainer, Dr. Mosley)
Find a permanent Recruitment Officer that can help recruit students from all over the state of Arkansas, and specifically underrepresented students.	2021 (TBD – Interim or New Hired Department Head)
Analyze communications/messages about our HESC programs, services and resources to determine how effectively we are publicizing/sharing information (Updating HESC webpage)	2021-present (Organized by DEI Committee)

<p><i><u>Long term Goals:</u> Create an inclusive climate and culture for all faculty, staff, and students, and make an impact in NWA communities through developing culturally competent workforce, implementing outreach programs, and ultimately creating an inclusive climate.</i></p>	
<p>The diversity of our student body should be no less than 20% of our total student body in the college. The goal is to increase annually among racial/ethnic demographics (i.e., African American and Hispanic students) by a ½ percentage point for underrepresented groups for 1-2 years and to increase in later years.</p>	<p>2022 (organized by NEW Recruitment Officer, TBD)</p>
<p>The diversity of faculty in HESC should be no less than 20% minority. As part of the hiring process, all applicants will be required to write DEI Impact Statements.</p>	<p>Fall 2021 (organized by DEI Committee in collaboration with Dept Head and Search Committees, and updating Personnel document)</p>
<p>HESC will strengthen promotion and tenure processes by requiring applicants to write DEI Impact Statements as part of their professional packet.</p>	<p>Fall 2021 (Organized by DEI committee in collaboration with P&T Unit, and updating Personnel document)</p>
<p>HESC will develop a new model of teaching evaluation, besides student evaluations, that have been shown to have implicit bias.</p>	<p>Fall 2021 (Organized by DEI Committee in collaboration with Committee updating Personnel document)</p>
<p>HESC will assess faculty/staff service duties for equity purposes.</p>	<p>Spring 2022 (Organized by DEI Committee in tandem with New Director)</p>
<p>HESC will increase student engagement with campus resources and events on DEI through student organizations, teaching and working with students.</p>	<p>2020-present (Organized by DEI Committee)</p>

Develop a School DEI Scholarship for students.	2022 (Organized by DEI Committee in tandem with New Director)
Develop a DEI Funding Mechanism for Faculty/Staff to increase DEI initiatives through research and external funding opportunities.	2022 (Organized by DEI Committee in tandem with New Director)
HESC will promote and support DEI initiatives through external outreach to stakeholders, community agencies and NWA.	2022 (Organized by DEI Committee in tandem with Alumni Committee, and others)

RESOURCES NEEDED

1. Hire full-time Recruitment staff person(s) for HESC.
2. DEI Funding Mechanism – creating a competitive grant fund to facilitate pilot research in DEI (i.e., planning grant for larger external grant sources)
3. DEI Scholarship – funds allocated to HESC to fund students. Need resources in developing the scholarship and securing the funds.

APPENDIX A

HESC FACULTY INTERCULTURAL COMPETENCE DEVELOPMENT (2017-2019)

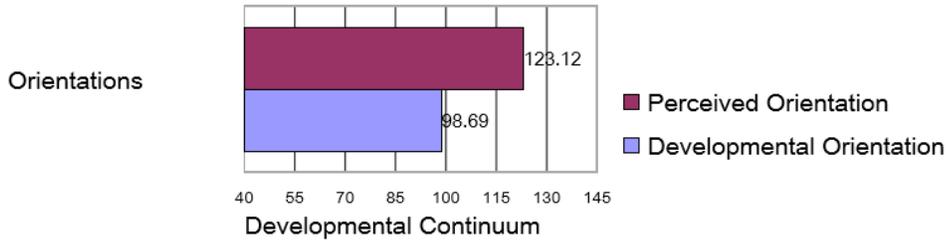
PRE-ASSESSMENT (DECEMBER 2017)

Developmental Orientation (DO)



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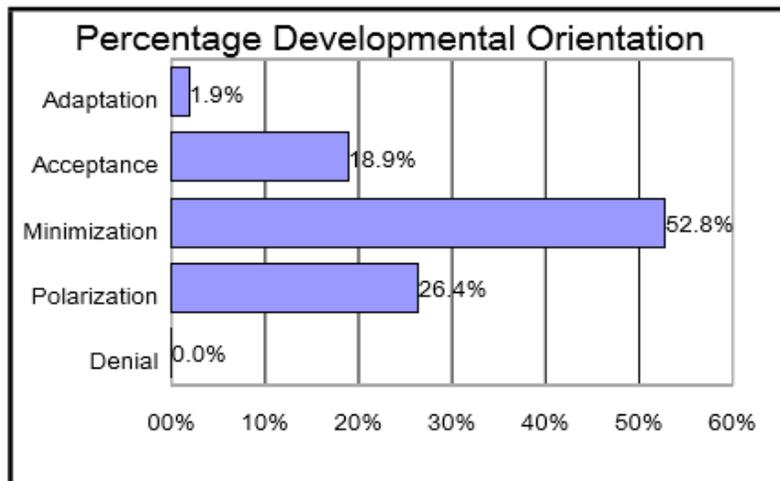
Orientation Gap (OG)



The Orientation Gap between the groups' Perceived Orientation score and its Developmental Orientation score is 24.43 points.

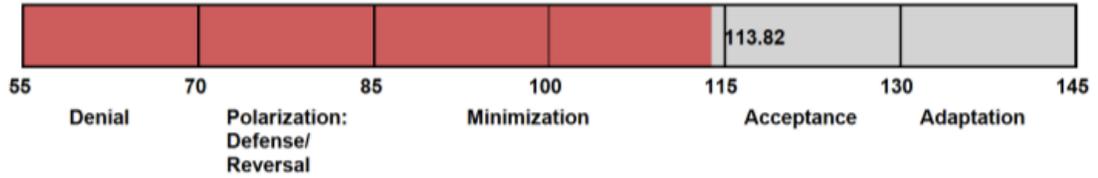
POST-ASSESSMENT (DECEMBER 2019)

Range of Developmental Orientations

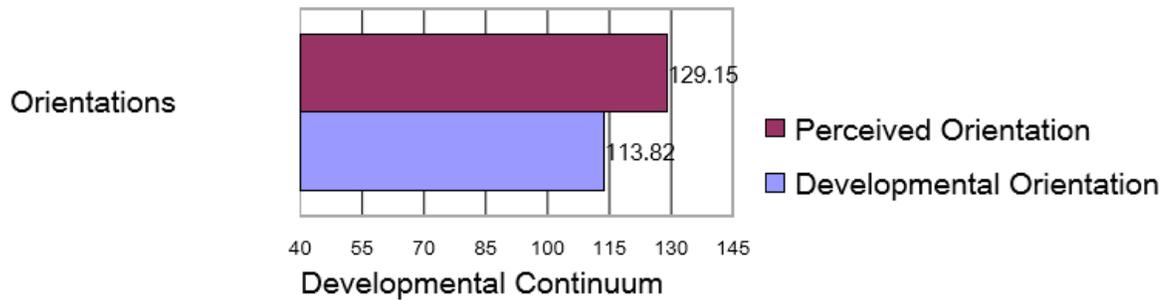


Denial Polarization:
Defense/
Reversal Minimization Acceptance Adaptation

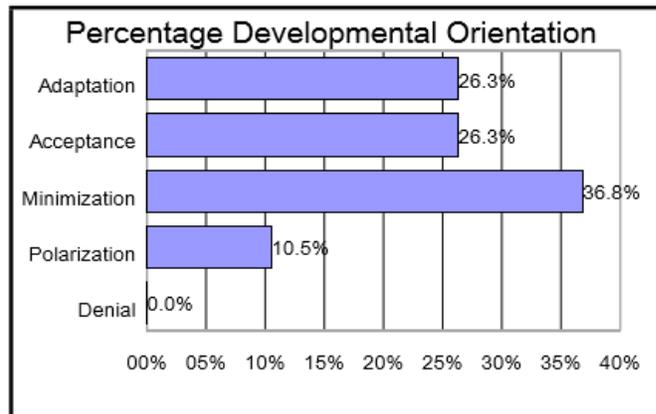
Developmental Orientation (DO)



Orientation Gap (OG)



Range of Developmental Orientations



21% (2017) GREW TO 53% (2019) IN ACCEPTANCE OR ADAPTATION

APPENDIX B

HESC STUDENT AWARD FOR
DIVERSITY, EQUITY AND INCLUSION EFFORTS

- A. Objective of the Award:** This award has been developed to recognize and celebrate HESC senior students who take the time and effort to be introspective and actively transform efforts in diversity, equity and inclusion. This award will provide **designated DEI cords** to be worn at graduation in May 2021.
- B. Who is Eligible:** All *graduating* undergraduate seniors and graduate M.S. students (May or Summer 2021) in the School of Human Environmental Sciences at the U of A will be eligible. Awards will be presented based upon participation in activities to improve diversity, equity and inclusion during the time enrolled at the UofA.
- C. Process of Nomination:** The student is responsible for the assembly of the nomination materials and should conform to the criteria outlined in this nomination packet. Nominations should be in Times New Roman type, 12-point font with one-inch margins and single spaced. Students should submit their packet to the HESC DEI Committee Chair (Dr. Jacquelyn Wiersma-Mosley at jwiersma@uark.edu) by ***April 1, 2021***.
- D. Nomination Packet:** The following items must be included:
- 1) A one-page list of events that you attended during your time at the UofA to accumulate **100 points** (See below for point allocation); include your name and major. Course requirements can only account to up to 10% of the total points; attendance must be done outside of the classroom.
 - 2) A one-page reflection of the importance of DEI awareness at the School, College and University levels. Reflect on what you think can be improved with DEI programs and where current programs could be failing or misunderstanding their diverse students. Include any personal stories that might relate to improving DEI awareness and policy.

Criteria for Possible Points:

Points

Possible

- | | |
|--|---------------|
| 1. Attending DEI training workshops based on length
(Facing Bias of 3 hours=30 points, 1-hour webinars=10 points, etc.) | <i>Varies</i> |
| 2. Attending speakers, events on/off campus related to DEI | 10 pts. each |
| 3. Participating in RSO events related to DEI | 10 pts. each |
| 4. Study abroad tours related to DEI issues | 40 pts. each |
| 5. Volunteering in NWA related to DEI | 10 pts. each |
| 6. Other efforts related to DEI not listed above | 10 pts. each |

APPENDIX C

HESC FACULTY HONOR ROLL FOR DIVERSITY, EQUITY AND INCLUSION EFFORTS IN 2021

Who is Eligible: All HESC faculty at the U of A will be eligible. Awards will be presented based upon participation in activities to improve diversity, equity and inclusion in research, teaching and service. This annual award, and your efforts, can be included in your FSR (refer to Digital Measures).

Purpose: By participating in multiple types of activities related to diversity, equity and inclusion and reviewing how those activities inform research, teaching and learning in a faculty member's own practice, one can improve his or her personal and professional efforts related to improving DEI learning and success. Thus, this award has been developed to recognize and celebrate faculty who take the time and effort to be introspective and actively transform efforts in diversity, equity and inclusion.

Criteria for evaluation:

1. Faculty must participate in enough events to accumulate **100 points for the academic year of 2021**. See below for point allocation.
2. Faculty who wish to be considered are required to submit a ***HESC DEI LIST*** to the HESC DEI Committee Chair (email jwiersma@uark.edu) by December 1, 2021 that includes a list of all events/activities attended and points accumulated.

Criteria for Possible Points:

<u>Possible</u>	<u>Points</u>
1. Attending DEI training workshops (<i>Facing Bias</i> , etc.)	10 pts. each
2. Attending speakers, events on/off campus related to DEI	10 pts. each
3. Publishing research, writing grant proposals related to DEI	20 pts. each
4. Developing new or revising courses to focus on DEI	20 pts. each
5. Attending/presenting at DEI learning conferences	20 pts. each
6. Serving on committees; advising RSO's related to DEI	10 pts. each
7. Leading study abroad tours related to DEI issues	20 pts. each
8. Using Service Learning and other high-impact activities in class related to DEI	10 pts. each
9. Volunteering in NWA related to DEI	10 pts. each
10. Other efforts related to DEI not listed above	10 pts. each