

Arkansas State University-Mountain
Home

DIVERSITY, EQUITY & INCLUSION PLAN

2022 - 2025



Arkansas State
UNIVERSITY
MOUNTAIN HOME

2022 – 2025 DIVERSITY, EQUITY & INCLUSION PLAN

SECTION 1: MISSION AND VISION

The Mission Statement for ASU-Mountain Home is

L- Lifelong Learning

E – Enhanced Quality of Life

A – Academic Accessibility, and

D – Diverse Experiences

To align with the campus mission on the macro level, various areas developed departmental or committee mission statements that support the micro-level activities needed to complete the main goals of the institution. The former Diversity Committee created the following Mission Statement in 2017:

This committee will support and promote diversity in all its forms by fostering an environment of inclusiveness, respectfulness, and worthiness.

Additionally, the committee created a vision statement to help with future goal setting initiatives:

Arkansas State University – Mountain Home will be an inspirational and educational environment, a catalyst for awareness, and a pinnacle of respect for all forms of diversity.

ASUMH provides diversity, equity, and inclusion through equal access opportunities for all students to thrive and through honest dialogue about important issues in order to create a better understanding of today's mobile and global society. ASUMH creates awareness of how DEI manifests itself in the larger society through equipping students with life skills to enhance their interactions with diverse populations.

SECTION 2: DIVERSITY DEFINED

In a 2016 article in *Innovative Higher Education*, Leon and Williams discussed the challenges faced by Diversity Councils on university and college campuses. The greatest challenge was the creation of an operational definition of diversity related to the work and goals of their organization and the feeling of frustration that not having an adequate definition caused. This is true for the ASUMH campus where diversity exists, but not necessarily in the same forms as other institutions. In order to foster awareness of the variety of diversity categories, the Chancellor's Council on Diversity has opted to create an operational definition that can be modified through time as more relevant categories present themselves, and as this plan should be renewed every three years.

The simplest definition of the term diversity can be found in the Webster's Dictionary (Webster's, 2018):

the condition of having or being composed of differing elements: variety; especially: the inclusion of different types of people (such as people of different races or cultures) in a group or organization. For example, programs intended to promote diversity in schools

Traditionally, diversity initiatives have focused on creating equity between various races/ethnicities and traditional definitions of gender (males/females). While these are still extremely relevant categories at this moment in time, there are other categories that are relevant to the population of the service area of ASUMH. Because ASUMH's goal is to help students successfully enter the workforce through applied coursework or transferrable degree options, and to help prepare students for the diversity they will encounter outside of ASUMH (in the workplace, at their transfer institution, etc.), these categories follow the protected categories governed by the United States Equal Employment Opportunity Commission (EEOC) at <https://www.eeoc.gov/overview>. The Chancellor's Council on Diversity has identified these areas to be included in the operational definition of diversity groups on the campus:

- Race
- Color
- Religion
- Sex (including pregnancy, sexual orientation, or gender identity)
- National origin
- Age (40 or older)
- Disability
- Genetic information (including family medical history)

In addition to the EEOC categories listed above, the Chancellor's Council on Diversity has included the following categories in its operational definition:

- **Socioeconomic Status:** Generational poverty is the norm in our region. Discrimination based on class is common in many civilized cultures.
- **Rural Upbringing/Cultural Mindset:** In addition to the generational poverty of rural regions, there is a unique cultural mindset and values system.
<https://www.nytimes.com/2017/01/31/education/edlife/colleges-discover-rural-student.html>
- **Veteran Status:** Because so many veterans return with a combination of physical and mental injuries due to their service, the Chancellor's Council on Diversity has chosen to list veteran status as its own category to align with current human resource practices.

SECTION 3: RECOGNIZING WHAT WE DO NOW

As a whole, the ASUMH community is committed to enhancing the experiences of all forms of diversity for both our students and community. Examples include:

- **Student Services** – Office of Disability Services, which provides accommodations to students with certain limitations based on a current diagnosis.
- **Student Organizations** – The campus has a variety of student organizations that include competitions and trips that allow students to network and connect with students from other regions. ASUMH also has diversity-based clubs like the Gay-Straight Alliance that promote inclusion and acceptance across the campus.
- **Performing Arts Series** – The Vada Sheid Community Development Center hosts a series of events that include plays, concerts, and performance focused on creating diverse and culturally enriching experiences for the community.
- **Gaston Lecture Series** – The Vada Sheid Community Development Center also hosts a series of lectures that includes topics that support our diversity initiatives. For example, one season, Tibetan Monks held an event to create a mandala sand painting and openly discussed their culture, lifestyle, and views with students and the community.
- **Academics** – The academic departments at ASUMH are on the frontlines of promoting diversity, equity, and inclusion through curriculum and classroom activities including:
 - **Listen @ Lunch Events:** The Fran Coulter Honor’s Program hosts a monthly lunch session that covers a variety of diversity-related topics including celebrations of Black History Month, Women’s History Month, and Transgender awareness initiatives.
 - **Apex Project:** The campus is fortunate to have a number of high quality students who wish to pursue research beyond the curricular requirements of their program. This led to the development of the Apex Project which allows students to conduct and present research on a variety of topics. A recent Apex presentation focused on neurodiversity, specifically individuals on the Autism spectrum.
 - **Co-Teaching Across Disciplines:** Currently members of the English Department and the Business Department have joined the students of the Leadership courses to demonstrate that working across disciplines can enhance the learning environment by giving students opportunities to experience diverse viewpoints and openly discuss topics related to diversity and inclusion in a more meaningful way.
 - **Co-Curricular Initiatives:** Students are presented opportunities to participate in activities outside of the classroom that support the academic ideas presented in a particular course. Five “Student Learning Outcomes” have been identified as these opportunities for outside learning: (1) Sportsmanship and Teamwork, (2) Volunteerism and Community Involvement, (3) Social Justice and Political

Activism, (4) Job Internship, Apprenticeship, or Clinical Practices, and (5) Global Awareness and Cultural Understanding.

SECTION 4: GOALS, BENCHMARKS, & EXAMPLES OF ACTIVITIES

Based on the information above and the current campus climate, the following recruitment and retention plan has been created incorporating recruitment and retention goals, benchmarks, and examples of activities from the Chancellor’s Council on Diversity, Human Resources, and the Recruiter. Assessment results and continuous improvement will be recorded during the ASUMH assessment cycle.

ASUMH Recruitment and Retention of Students, Faculty, Staff, and Administrators of Color
2022-2025

Department	Area of Focus	Goals	Benchmarks	Examples of Activities
Chancellor’s Council on Diversity	Retention	<p>Goal 1:</p> <p>Provide access to educational opportunities with a focus on diversity, equity, and inclusion, especially pertaining to issues of color</p>	Increase diversity-related activities, especially topics pertaining to issues of color, by 2%	<ol style="list-style-type: none"> 1. Develop discipline-related activities based on diversity-related topics, especially those pertaining to issues of color. <ul style="list-style-type: none"> • Addressing social awareness through Watercooler Conversations (topics such as body shaming, social status, awareness of differences.) • Hosting external organizations such as Missouri State University Office of Inclusive Engagement. 2. Survey students on their awareness of accessibility services.

Chancellor's Council on Diversity	Retention	Goal 2: Provide co-curricular projects and events with a focus on diversity, equity, and inclusion, especially pertaining to issues of color	Increase co-curricular projects and events, especially topics pertaining to issues of color, by 2%	1. Design co-curricular activities based on diversity-related topics, especially those pertaining to issues of color.
Chancellor's Council on Diversity & Recruiter	Recruitment	Goal 3: Recruit more diverse students from underrepresented groups, especially those of color	Increase Diversity Scholarship applicants of color by 2%	1. Promote the Diversity Scholarship to students of color
Chancellor's Council on Diversity	Retention	Goal 4: Retain students from underrepresented groups, especially those of color	Retain students of color by 2%	1. Promote campus services such as tutoring, student emergency fund, access to professional clothing, and the ASUMH food pantry
Human Resources	Recruitment	Goal 5: Recruit applicants from underrepresented groups, especially those of color	Increase applications from underrepresented groups, including people of color, by 1%	1. Post job announcements to the ASUMH website, which are scraped and posted on <i>Indeed</i> . 2. Post full-time faculty positions and administrative positions to <i>Higher Ed Jobs</i> with the added criteria of Diversity checked.

<p>ASUMH Recruiter</p>	<p>Recruitment</p>	<p>Goal 6: Recruit students from underrepresented groups, especially those of color</p>	<p>Increase enrollment of students of color by 1%</p>	<ol style="list-style-type: none"> 1. Attend articulation workshops in all four regions of Arkansas. 2. Utilize the ACT Prospect Database to identify and resource students of color. 3. Attend articulation workshops. 4. Attend college planning events at high schools with students of color.
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