



**FORWARD**

This plan is developed in compliance with Act 1091 of the 1999 Arkansas General Assembly, which requires all state-supported colleges and universities to establish programs that enhance the retention of minority students, faculty, and staff. For the purposes of this plan, the term “minorities” refers to African Americans, Asian Americans, Hispanic Americans, and Native Americans.

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## PART 1: POLICY INFRASTRUCTURE

### University of Central Arkansas Vision

The University of Central Arkansas (UCA) aspires to be a premier learner-focused public comprehensive university, a nationally recognized leader for its continuous record of excellence in undergraduate and graduate education, scholarly and creative endeavors, and engagement with local, national, and global communities.

UCA, a leader in 21st-century higher education, is committed to excellence through the delivery of outstanding undergraduate and graduate education that remains current and responsive to the diverse needs of those it serves. The university's faculty and staff promote the intellectual, professional, social, and personal development of its students through innovations in learning, scholarship, and creative endeavors. Students, faculty, and staff partner to create strong engagement with the local, national, and global communities. The University of Central Arkansas dedicates itself to academic vitality, integrity, and diversity.

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### University of Central Arkansas Diversity Statement



## **Model for Maximizing Diversity**

UCA seeks to foster an environment where everyone feels visible, valued, and validated in an inclusive academic, professional, and social setting that affords goal attainment and University affinity. To fulfill these aspirations, UCA has adopted an expanded outlook for embracing difference that includes the tenets of diversity, belonging, inclusion, and equity (DBIE). A description of these principles follows:

**DIVERSITY** UCA gives attention to representation as measured quantitatively.

**BELONGING** It is the aim of UCA for all individuals to feel welcome across differences.

**INCLUSION** UCA aspires toward inclusive excellence by involving diverse communities in decision-making that have an impact on policies, procedures, and practices of the campus.

**EQUITY** The UCA community collaborates to alleviate gaps, disparities, and disproportionalities, and to remove the predictability of outcomes for historically underrepresented groups.

This organizing model for DBIE at UCA calls for centralized and decentralized, cross-campus collaboration and campus-wide examination of data for quantitative and qualitative insight on its systems and structures. To that end, UCA reviews policies and procedures, through the lens of DBIE, to become aware of and attentive to its gateways and barriers, to improve processes, to increase capacity, to demonstrate institutional commitment, and to produce outcomes that are consistent with supporting students, faculty, and staff who are black, indigenous, and people of color (BIPOC). UCA also acknowledges the intersectionality of identities that influence the experiences of BIPOC.

Centralized planning, capacity-building, operationalization, and implementation are employed by the Office of Institutional Diversity and Inclusion (IDI), the Office of Diversity and Community (ODC), and the Office of University Training (UT). The initiatives of these units cultivate DBIE capacity by raising DBIE awareness, education, and professional development to model these ideals; by elevating DBIE as a core institutional value; by building the DBIE infrastructure; by leading DBIE strategic planning and assessment; and by increasing overall DBIE success.

Decentralized efforts are put forth by individual departments and divisions specific to their unique institutional purposes. These combined efforts transcend administrative and institutional boundaries to make a collective, positive impact on diversity, belonging, inclusion, and equity at UCA.





