



HENDRIX

OFFICE FOR DIVERSITY AND INCLUSION



OFFICE FOR DIVERSITY AND INCLUSION Annual Report 2018-2019





**Office for Diversity and Inclusion
Annual Report: June 2018–May 2019**

Dionne B. Jackson, Ed.D. | Vice President for Diversity and Inclusion/CDO
Amber D. Jackson, MPS | Program Manager

Vision

The Office for Diversity and Inclusion will assist with the fulfillment of Hendrix College's Diversity Statement by promoting an equitable, diverse community for its members.

Mission

The Office for Diversity and Inclusion will design and implement sustainable policies, initiatives, and programming to increase and maintain diversity and ensure inclusion among Hendrix's community of students, faculty, staff, administration, alumni, and Board of Trustees.

Overarching Strategic Goals

Access: Create successful pathways for underrepresented individuals to become members of the Hendrix community.

Campus Culture: Promote efforts that create a more equitable, inclusive Hendrix community.

The Office for Diversity and Inclusion (ODI) aimed to do the following for the 2018–2019 academic year:

- ✓ Collaborate to consider targeted faculty hires.
- ✓ Launch a new Diversity Ambassador program, including Ambassador selection and training.
- ✓ Launch 1stGEN@HDX, including developing effective strategies to better identify first generation college students.
- ✓ Collaborate with the Vice President of Enrollment to consider multicultural enrollment rates and their implications.
- ✓ Engage in the Hendrix Higher Learning Commission accreditation process.
- ✓ Implement faculty culturally responsive teaching and advising trainings.
- ✓ Conduct Explorations faculty diversity curriculum training.
- ✓ Implement the first two campus-wide employee diversity trainings.

- ✓ Collaborate with the College’s Institutional Researcher to administer the Higher Education Research Institute (HERI) Staff Climate Survey.
- ✓ Further establish structure for Bridging Alums of Color at Hendrix (BAC@HDX), including confirming advisory board members and facilitating committee formation.

The ODI made progress on nine of ten of the aims noted above. For example, the office worked with BAC@HDX’s chair and vice chairs to form committees to carry out its work. In addition, we collaborated with our Institutional Researcher to administer the staff climate survey in the fall and the student survey in the spring. We offered several diversity trainings, including Explorations, employee, and faculty trainings. We also were awarded a \$267,000 Arthur Vining Davis grant to enhance 1stGEN@HDX programming. The only aim that we did not make progress on was working with the Vice President of Enrollment to consider enrollment rates of students of color. Although, as demonstrated in Table 1, we have higher percentages of students of color as compared to other schools within our state, we lag regionally and nationally.

Table 1. Enrollment Data Comparison for Students of Color

Year	Hendrix	State	Regional	National
2015	22%	16%	29%	32%
2016	23%	15%	29%	33%
2017	25%	18%	30%	33%
2018	23%	—	—	—

Students of color are defined as students who self-identify as any race other than “white,” excluding individuals classified as “non-resident alien.” Students with unknown race/ethnicity are not counted. Data are cross-sectional, capturing percentage of student population in September of each year reported. Hendrix College data are provided by the Institutional Researcher. Data are from the most recent provisional release. The state comparison group includes Arkansas’ Independent Colleges and Universities excluding Historically Black Colleges and Universities (HBCUs) (n=8). The regional comparison group includes similarly sized four-year private nonprofit undergraduate institutions in the 12 states in which Associated Colleges of the South schools are located, excluding HBCUs (n=23). The national comparison group is made up of four-year nonprofit institutions (no N reported). Data at the state and regional levels were found using the Integrated Postsecondary Education Data System (IPEDS,) and national data are from the National Center for Education Statistics’ Digests.

Regarding our work for the 2018–2019 academic year, **the Office for Diversity and Inclusion made progress on 78% of its nine (seven of nine) goals** found within its five-year strategic plan (2017–2022). (NOTE: Goals 1,2,3,8, and 9 come directly from Hendrix College’s Strategic Plan.) Below are the nine goals with implementation plans (bulleted items) supported by progress checklists and metrics used for the Office’s assessment.

Goal 1

Continue to expand the Hendrix Aspire Scholarship¹ network of partnerships and accessibility initiatives that strengthen diversity on campus and ensure the students attending Hendrix as a result of these initiatives have the support they need to succeed.

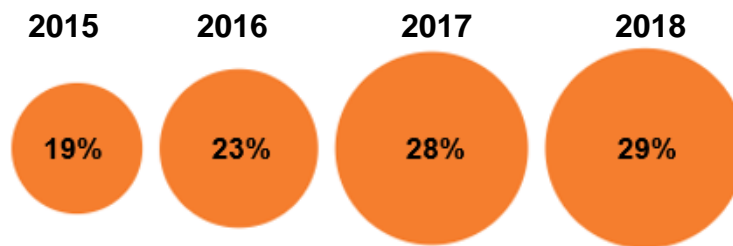
- Develop and implement a League of United Latin American Citizens (LULAC)² and Aspire programming plan for annual implementation, including expansion strategies

Progress

- ✓ Updated the LULAC memorandum of understanding to add its students to Aspire programming
- ✓ Improved Living Learning Community programming with Aspire House opening fall semester 2019
- ✓ Engaged Aspire first and second-year cohorts in monthly meetings and juniors and seniors in strategic programming
- ✓ Met with all Aspire students for at least one one-on-one advising meeting
- ✓ Revamped study hall to targeted learning assistant intervention
- ✓ Partnered with Bailey Library and the Associate Provost for Faculty Development’s staff to promote access to academic resources, including textbook assistance (see Table 3 for details)
- ✓ Partnered with the Environmental Concerns Committee and the Office of Career Services to host the annual Professional Dress Free Store Event

Metrics











Figure 1. Pell-eligible Student Population as Percentage of Total Student Population at Hendrix Over Time



The percentage of Hendrix students who are **first-generation** increased from **10%** in 2018 to **15%** in 2019.

For our first two cohorts of Aspire Scholars, we consistently maintain higher retention rates when compared to the retention of other Pell-eligible students and compared to all students admitted their cohort years. The retention of the 2021 cohort currently runs less than those of the comparison and population groups.

Table 2. Underrepresented Student Retention Rate Comparison

<i>Aspire 2019 Cohort (Pilot)</i>	<i>Comparison Group</i>	<i>Population</i>
 100% n=3	 90% n=105	 74% n=299
<i>Aspire 2020 Cohort</i>	<i>Comparison Group</i>	<i>Population</i>
 100% n=14	 85% n=110	 72% n=274
<i>Aspire 2021 Cohort</i>	<i>Comparison Group</i>	<i>Population</i>
 68% n=13	 84% n=127	 81% n=311
<i>Aspire 2022 Cohort</i>	<i>Comparison Group</i>	<i>Population</i>
 92% n=11	—	—

The comparison groups for each of the Aspire cohorts (identified by expected four-year degree award year) are Pell-eligible students in the same cohort. The population for each comparison consists of all Hendrix students admitted as part of each respective cohort. Data were provided by the College’s Institutional Researcher. Excepting the Aspire 2022 cohort, the data for which reflect fall 2018–spring 2019 retention, all data reflect fall-to-fall retention rates. Note: Data included in last year’s ODI annual report were provisional; data included here have been updated to account for errors and miscodes.

Table 3. Summary of Ready on Reserve (RoR)Textbook Program Outputs 2017-2019

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>Fall 2018</i>	<i>Spring 2019</i>
No. Students Served	9	9	18	13
No. Books Placed on Reserve	—	18	19	36
Avg. \$\$ spent / student	\$212.74	\$198.11	\$136.84	\$126.82

- Develop and implement affinity groups for minority faculty and staff

Progress

- ✓ The CDO served on a team of Associated Colleges of the South (ACS) administrators and staff who were awarded continued ACS Mellon funding for the professional development proposal “ACS Faculty of Color Uniting for Success (ACS FOCUS)” to be hosted at Hendrix June, 2019.
- ✓ Hendrix FOCUS successfully met throughout the academic year, including hosting a panel of alums of color who spoke about their vocations.



12 Faculty of color and **1 retired faculty member of color** attended at least one of **6** Hendrix FOCUS events designed to support, mentor, and provide professional development opportunities for faculty who self-identify as people of color.

- Collaborate with administrators to review and enhance hiring of underrepresented (racial/ethnic) faculty, staff, and administrators through new initiatives

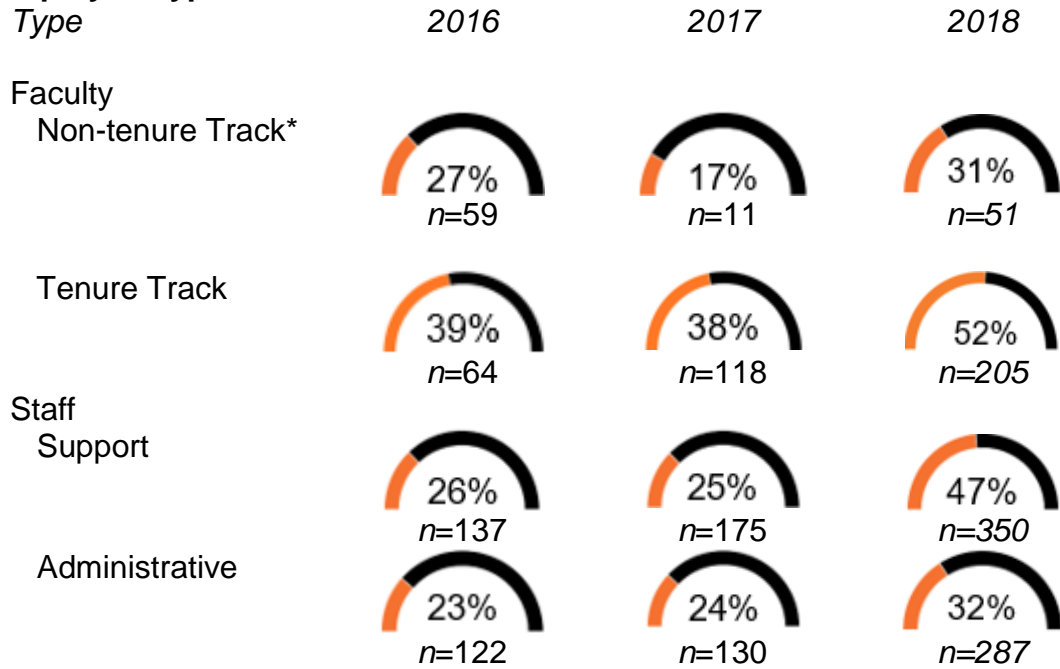
Progress

- ✓ Strategic faculty recruitment and targeted hiring plans carried out for visiting instructor and Murphy Fellows positions

Metrics

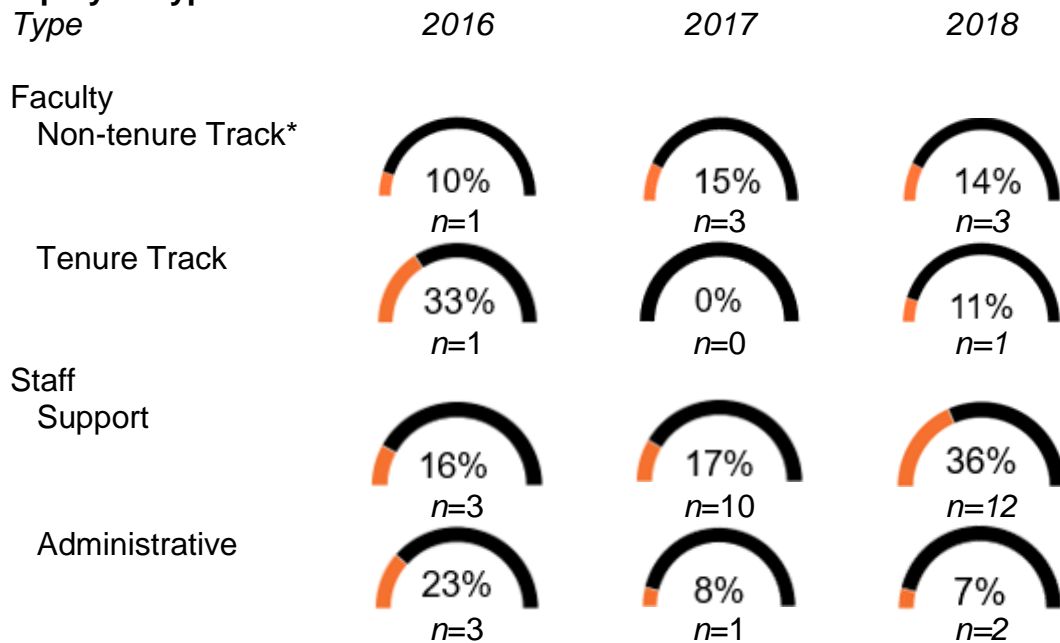
This year the College experienced an increase in the percentage of applicants of color for all positions (Table 4). As indicated within Table 5, although we experienced higher applicant pools of people of color, the percentages of people of color hired were lower than the applicant pool percentages.

Table 4. Underrepresented Applicants as Percentage of Total Applicants by Employee Type



*Non-tenure track includes adjuncts, visiting professors, and fellows. "Underrepresented" includes all hires who self-identify as a person of color. Annual data are captured in September. New hire data were obtained from the College's Assistant Director of Human Resources. Calculations performed by the ODI Program Manager.

Table 5. Underrepresented New Hires as Percentage of Total New Hires by Employee Type



*Non-tenure track includes adjuncts, visiting professors, and fellows. "Underrepresented" includes all hires who self-identify as a person of color. Annual data are captured in September. New hire data were obtained from the College's Assistant Director of Human Resources. Calculations performed by the ODI Program Manager.

Goal 2

Establish a Center for Inclusive Community (CIC) that provides systematic programming and training, ensures continuity in initiatives, advises on campus policy, and helps facilitate curricular connections in multicultural affairs and issues related to gender and sexuality.

- Identify and catalog all campus-wide diversity initiatives
- Engage in efforts to establish a Center for Inclusive Community
- Develop a Climate Response Team that will convene to develop strategies in response to events or incidents that affect the College's inclusionary practices

Progress

- ✓ CIC fundraising and marketing currently on hold.

Goal 3

Designate a Chief Diversity Officer on the Senior Leadership Team.

- Consistently review federal, state, and local laws and college policies regarding inclusion, equity, and accessibility to understand their implications for the College
- Work with the Senior Leadership Team (SLT) to develop new policies and/or improve current policies and effectively communicate policies and procedures, including bias incident reporting

Progress

- ✓ Monitored regulations regarding DACA (Deferred Action for Childhood Arrivals) and immigration
- ✓ Implemented procedures with faculty search committees regarding bias awareness and diversifying applicant pools
- ✓ Worked with the Chaplain's Office and senior administrators to examine the procedure of prayer before faculty meetings
- ✓ Advised regarding Hendrix's role in the upcoming U.S. Census and potential plans for future textbook vendors
- ✓ Submitted information included in the Higher Learning Commission accreditation report and participated in a one-on-one interview with the accreditors

Goal 4

Implement regular, systematic training for faculty and staff on issues of diversity and inclusion.

- Collaborate with campus administrators, faculty, and staff to implement training

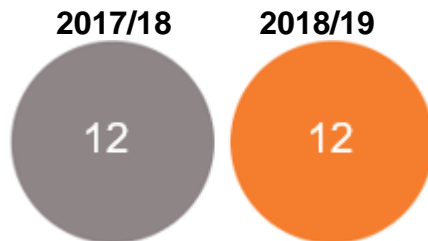
Progress

- ✓ Faculty inclusive teaching training held on Reading Day
- ✓ Faculty and staff training coordinated by the Committee for Diversity and Dialogue
- ✓ Employee diversity training held twice, July and December
- ✓ Explorations diversity training



Metrics

Figure 2. Number of Diversity Trainings Offered, 2017–2019



Goal 5

Commit to conducting a comprehensive campus climate survey on an ongoing, regular basis and to using the results to shape institutional priorities and policies.

- Conduct a comprehensive campus climate survey on a regular basis

Progress

- ✓ Assisted with administering the 2018 staff and 2019 student Higher Education Research Institute (HERI) climate surveying process

Goal 6

Explore the establishment of a summer pre-baccalaureate program for diverse students.

Progress

- ✓ Implementation on hold pending the launch of the Center for Inclusive Community

Goal 7

Regularly review orientation programs for students related to diversity and inclusion to ensure they are consistent with national best practice.

Progress

- ✓ Worked with the Vice President of Student Affairs/Dean of Students and the Directors of Explorations to incorporate diversity and inclusion discussions and/or activities into Explorations³
- ✓ Hosted the Senate Jennings Diversity Lecturer, Dr. Deniece Dortch, for extended orientation
- ✓ Met with the Vice President of Student Affairs/Dean of Students to discuss 1stGEN@HDX ideas regarding orientation

Goal 8

Build mutually beneficial, sustainable, long-term partnerships with institutions across the state, but particularly in Conway and Little Rock, leveraging the expertise, enthusiasm, and hands-on engagement of Hendrix students, faculty, and staff.

- Collaborate with faculty, administration, and the Board of Trustees Diversity Committee to obtain funding for student support programming related to engaged learning, research, and/or skills development.

Progress

- ✓ Collaborated to receive a \$267,000 grant for 1stGEN@HDX from The Arthur Vining Davis Foundations
- ✓ Met with representatives from central Arkansas companies/non-profits (such as Arkansas Regional Innovation Hub and ForwARd Arkansas) to discuss engaged learning partnership opportunities

Metrics

Awards and Achievements

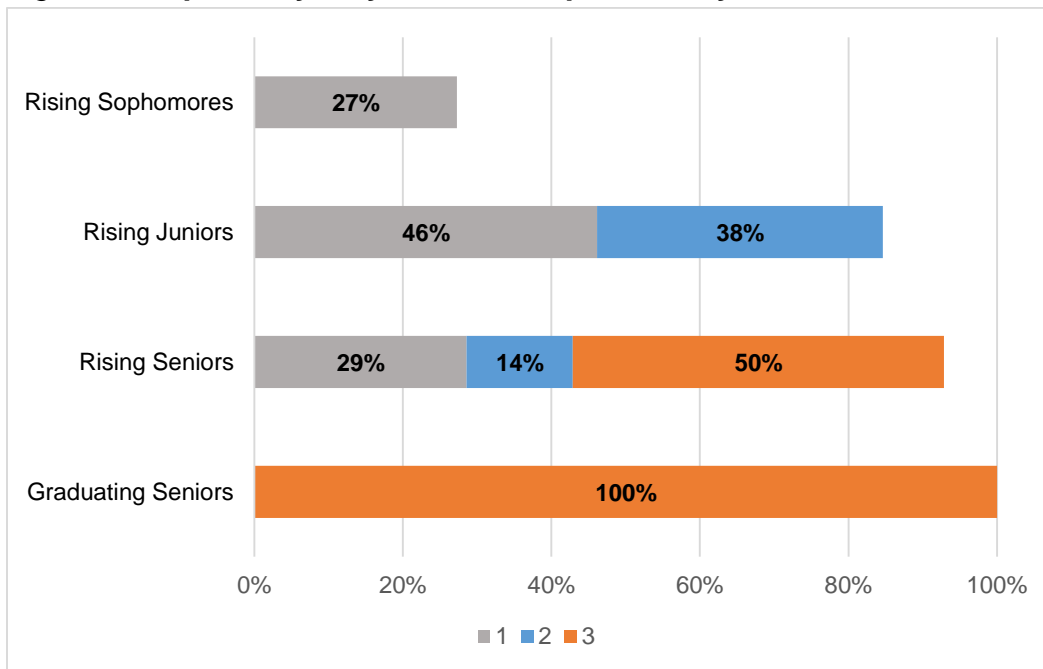
The Aspire Scholar class of 2022 brought in a total of **\$86,768** in scholarships and grant awards. Across all four cohorts, Aspire Scholars carried a **cumulative GPA of 3.0** at the close of the fall 2018 semester.

Table 6. Aspire Scholar Grant Awards 2018–2019

<i>Miller Center Grant Awards</i>		<i>Odyssey Grant Awards</i>		
2018	2019	Spring 2018	Fall 2018	Spring 2019
1	1	2	1	1*

*As of April 29, 2019.

Figure 3. Aspire Odyssey Credit Completions by Cohort



Internships

In the summer of 2018, **86%** of rising Aspire sophomores completed an engaged learning experience.

Goal 9

Prioritize efforts to build Hendrix’s ties with longstanding and emerging communities of color in Arkansas, notably the African American, Latinx, Vietnamese, and South Asian communities.

Progress

- ✓ BAC@HDX committees established
- ✓ First BAC@HDX alumni weekend event held at Cajun’s Wharf and annual BAC@HDX induction ceremony held
- ✓ Launched our student Diversity Ambassador program

Metrics

59 alums of color attended at least one of **3** BAC@HDX events this year, **34%** of whom were first-time BAC@HDX event attendees. Additionally, **7** alum attendees self-reported at this spring’s annual induction ceremony and business meeting that this was their first time to engage in Hendrix programming in the past five years.

The Office for Diversity and Inclusion also engaged in additional activities related to its mission, but not directly associated with its nine goals:

- ✓ Implemented campus-wide programming, including First Tuesday Talks⁴ (**6** sessions) and **9** Diversity Dialogues⁵

- ✓ Hosted **4** Staff Morning Meet-ups designed to promote fellowship and collaboration across departments
- ✓ Held monthly meetings with student leaders of multicultural organizations
- ✓ Conducted at least **129** student initiated individual meetings
- ✓ Facilitated Resident Assistant and Diversity Ambassador trainings

Professional Development

In order to effectively implement office goals, we participated in the following professional development activities:

Dionne Jackson attended the Associated Colleges of the South Faculty of Color Uniting for Success Institute and the National Association of Diversity Officers in Higher Education annual conference.

Amber Jackson attended an office related training on Microsoft Teams and participated in a faculty/staff reading group related to socioeconomic status.

Looking Forward...2019–2020

As we consider the 2019–2020 year, we look forward to welcoming an interim CDO and collaborating with members of our community to select our new CDO. Additionally, we plan to:

- ✓ Collaborate to consider targeted faculty hires and multicultural student enrollment rates *Goal 1*
- ✓ Develop and launch enhanced programming for 1stGEN@HDX due to new grant funding *Goal 1*
- ✓ Collaborate to implement campus diversity trainings *Goal 4*
- ✓ Collaborate with the College's Institutional Researcher to administer the Higher Education Research Institute (HERI) Faculty Climate Survey *Goal 5*
- ✓ Further establish structure for BAC@HDX *Goal 9*

Notes:

1. The Aspire Scholarship covers up to the full cost of attendance (tuition, fees, on-campus housing and meals, and other expenses) for Federal Pell Grant-eligible students from partner institutions and organizations. Partners include Arkansas Commitment, Catholic High School for Boys, Episcopal Collegiate School, KIPP Delta Public Schools, Little Rock Central High School, Mount St. Mary Academy, and Pulaski Academy.
2. The League of United Latin American Citizens (LULAC) works to advance the economic condition, educational attainment, political influence, housing, health and civil rights of the Hispanic population of the United States. Hendrix College joined with LULAC in 2015 to establish three new scholarships for Latinx students to attend Hendrix.
3. Explorations is a one-semester common course required of all students enrolled in their first semester at the College.
4. First Tuesday Talks develops the Hendrix community's understanding of diversity and inclusive practices. Each featured community member answers the question, "*What is my identity, and how does it enrich my community?*" Topics this year ranged from religious identity to racial and ethnic identity.
5. Diversity Dialogues is a series of periodic programming that aims to both celebrate the differences and explore the commonalities that exist among Hendrix community members. Through these programs, the Office seeks a variety of constructive perspectives on topics meant to spur interaction and understanding between and among its community members.



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