



**ASU-Jonesboro
Minority Retention Plan
2004/2005
Progress Report**

Submitted to the Department of Higher Education,
the Board of Trustees of Arkansas State University,
and the House and Senate Interim Committees on Education
in compliance with ACT 1091 on 1999.

Arkansas State University submits the following
Minority Retention Plan Progress Report
in compliance with ACT 1091 of 1999.

For the purpose of the report, "minority" will refer to the ethnic
populations of African Americans, Asian Americans,
Hispanic Americans, and Native Americans only.

The ASU Minority Retention Plan Progress Report is available
to the Arkansas State University community on the
World Wide Web at the following address:

<http://www.astate.edu>

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PRESIDENT'S STATEMENT

"Arkansas State University has always been an institution of and for its people. Since its early days in 1909 in east Arkansas, the university has been dedicated to the needs for service and education for the people around us. This population includes a rich distribution and diversity of black and white citizens, young and old, male and female, and educated and uneducated. We have felt it has been our continuing obligation and opportunity to serve these individuals without regard to the circumstances in which they may find themselves.

We have placed a special emphasis on an effort to attract, retain, and graduate minority students as part of this effort. Because east Arkansas has many African American students who come from schools within our region, we have developed special programs to address the financial and educational needs of these students as they matriculate to our university. We also have sought to bring adult participants to this process in the form of minority faculty and staff.

We are proud of the richness we have seen developed at the campuses of Arkansas State University, and we look forward to a future in which we may reach out to many participants of all races, colors, and nationalities as part of our education process. This richness of representation will make our university a better place for all who will come after us."

Leslie Wyatt
President
Arkansas State University

ASU MISSION & GOALS

Arkansas State University is committed to all aspects of minority recruitment and retention within its student body and its employees, both faculty and staff. As emphasized in its mission statement, ASU is dedicated to equity and diversity within a community that fosters learning and growth. The Arkansas State University Minority Retention Plan is based solidly on the mission statement of the university and the Affirmative Action policies and procedures of ASU.

MISSION:

Arkansas State University *educates* leaders, *enhances* intellectual growth, and *enriches* lives.
(ASU = e^3)

CORE VALUES:

Arkansas State University values the following as central to our success:

- **Student-Centered:** We are committed to education, inquiry, and service in order to meet students' changing needs. We foster lifelong learning, civic and social responsibility, leadership, and individual and career growth.
- **Learning-Centered:** We nurture intellectual flexibility, knowledge, and skills by integrating teaching, research, assessment, and learning to promote continuous improvement of our scholarly community.
- **Excellence:** We pursue excellence within the campus community through opportunities for achievement in teaching, research, scholarship, creative activity, and service.
- **Diversity:** We embrace diversity in all its dimensions realizing that mutual respect for individuality and the inclusion of all are vital for both personal and institutional success.
- **Service:** We support and recognize service at all levels of the University. We strive to contribute to the benefit of the University, the Delta, the state, the nation and the world.
- **Integrity:** We hold high standards of character and integrity as the foundations upon which the University is built.

VISION:

Arkansas State University aspires to be an academic leader recognized for innovation and quality in teaching and learning, international standing in strategic research areas, and commitment to outreach and service to the Delta and beyond.

SUMMARY

ACT 1091

Act 1091 of 1999 requires all state-supported colleges and universities to establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Under the Act, the term "minority" refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

The requirements of the Act are:

- Each institution must annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report must include information relative to students, faculty, and staff within the institution. (Refer to Appendix A)

ARKANSAS STATE UNIVERSITY

The 2004/2005 Progress Report continues the pursuit of enhancing structural diversity as a means of retaining minority students, faculty, and staff. Thus, information regarding recruitment is included in the report. The student section of the report continues to update efforts and progress in four key areas: (1) Student Recruitment; (2) Programs and Initiatives; (3) Leadership Development and Campus Involvement; and (4) Cultural Awareness and Growth Opportunities. The goals in the student section have been re-worded to more clearly communicate the purpose of the initial Minority Retention Plan: To develop programs and initiatives to retain more minority students.

The following are a few of the initiatives and highlights that can be found within the report.

- The Diversity Strategic Plan, which details the university's plan for pursuing and maintaining campus diversity, has been finalized with implementation scheduled to begin in Fall 2005. Next year's Minority Retention Plan will focus exclusively on the progress of this plan and its five strategic goals: (1) The faculty and staff composition at Arkansas State University shall reflect the demographics of the student body; (2) Create and maintain an environment on the ASU campus that makes it a desirable place for minorities to work and develop professionally; (3) Introduce initiatives to the campus that will encourage understanding of diversity, build support for an inclusive environment and create opportunities for diversity dialogue; (4) Recruit, retain, and graduate larger numbers of minority students; and (5) Effectively incorporate diversity into the curriculum.
- The Office of Diversity, working in conjunction with campus partners, has implemented the Strategic Hiring Fund, the Quality Teaching Circle, Diversity Lecture Series, *Reaching Across Difference*, Freshman Mixer, Brother-2-Brother mentoring program; and the administration of the Intercultural Development Inventory.
- The proportion of full-time ASU employees who are minorities increased from 12% to 12.5%, while the actual number of full-time minority employees has increased by 7 to 166.
- Fall 2003 full-time, first-time minority students who returned to enroll during Fall 2004 was 59.1%, a decrease of 8.3% over the Fall 2002 rate. Interestingly, the most recent six-year graduation rate for minority students decreased by 1.8% over the prior year's percentage, marking the first decrease in over six years. It is important to note that the rate for all students decreased by 2.6% during this timeframe.

STUDENTS

Goal 1: Providing Minority Students With Continuous Opportunities To Access Knowledge

Arkansas State University's open-access policy continues to be the primary means of providing opportunities for all students to access knowledge and information. The standardized ACT exam and high school grade point average are used as tools of assignment rather than tools of exclusion. Therefore, any student who meets the minimum entrance requirements will be admitted into Arkansas State University. Twelve hundred six (1206) first-time minority freshmen and transfer students applied for admission, an increase of over 29.26% from the prior year's total. Seven hundred ninety (790) were admitted, 598 enrolled in Fall 2004. African-Americans comprised approximately 25% of the Fall 2004 Freshman.

Once students are admitted into the university there are several programs and initiatives that address retention from an academic perspective. The hallmark of each initiative is that students work directly with faculty members or professional staff members to enhance their current skill level or receive guidance on how to manage what can be very difficult and stressful academic situations. The following programs or initiatives are part of the Arkansas State University student retention effort:

A. Increase Structural Diversity of the Minority Faculty and Staff:

A new initiative began Fall 2002 to increase the number of minority faculty and staff members on the campus of Arkansas State University. Research has shown that minority students benefit from the increased presence of minority faculty and staff members on campus, especially when this is coupled with a clear commitment to diversity (Smith, 1997). The likelihood for mentoring and modeling opportunities are significantly enhanced. The university's efforts in addressing this initiative are outlined in the sections pertaining to faculty and staff.

B. First-Year Experience Seminars:

Making Connections is a semester-long elective course designed to assist students transitioning from high school to college by providing students with the knowledge and skills to be successful at Arkansas State University. Academic performance skills, understanding the university's culture, policies and expectations, self-management skills, and other relevant issues are covered. Since its inception, students in the First-Year Experience (FYE) seminars generally outperform (retention rate and GPA) students who do not enroll in the course. Thirty-nine of the 177 (22%) students enrolled in FYE seminars during 2004-2005 were minority students.

The purpose of the course is to provide students with the information and skills needed for success in college. Many high school students are unprepared for the expectations of college faculty, have not developed effective study skills, and are unfamiliar with college policies and procedures. Topical coverage includes decision making, goal setting, planning, time management, and group/team building skills.

The Fall 2004 Semester saw an expansion of the FYE class to include a section designed to target minority male students. Seven young men were chosen to participate in the section and each had a very positive experience. The goal is to provide these young men with role models very early in their academic career, equip them with the skills to navigate the college environment, and ultimately enhance their opportunities for success. Each student will continue to be mentored until they graduate from the university.

C. Right Start Program:

The Right Start Program was developed to assist students whose ACT composite scores were below 19 to be successful at Arkansas State University. Students in the program are required to take any developmental courses needed during their first periods of enrollment and are required to enroll in the Strategies for College Success course. This course covers topics similar to FYE Seminars, but has a stronger focus on the academic performance skills such as studying, note taking, test taking, critical thinking, reading and writing, library and technology skills. The course instructors are full-time developmental studies faculty in reading and English.

The Right Start Program also utilizes an early warning system to identify problems students may be having in their other classes. Four weeks into the semester, faculty are sent a list of Right Start students enrolled in their courses and requested to notify the program director of the students' performance and attendance. The advisors meet with students whose attendance or performance is deemed substandard and work with them to develop a plan to address all concerns. Although the early warning system is currently only in effect for the semester in which the students are enrolled in Strategies for College Success, advisors will begin to identify students whose first semester performance indicates they may be at risk during the second semester. The early warning system will expand to include them. During the 2004-2005 academic year, 313 (47.9%) of the Fall 2004 program participants were minority students while 257 (40%) of the Spring 2005 program participants were minority students.

D. Early Alert Program:

The Early Alert Program (EAP) is a simple referral system in which faculty can refer any first-year student of concern to Advisement Services for follow up. Faculty may refer students based on class performance, attendance, or any general concern based on their discretion. The transition from high school to college is a challenging endeavor for many students, even those who are academically prepared. In an effort to retain potentially successful first-year students, it is

imperative that students in jeopardy be identified as early as possible. Early referral is one key to improving student academic performance, motivation, and satisfaction during the first year of college, thus increasing the likelihood of long-term success. Early intervention is critical so students can be reached and assisted before frustration and doubt begin to set in. A website referral form is available on the Advisement Services homepage for easy faculty access. Stronger efforts will be made to educate faculty members regarding this program and to encourage them to refer minority students whom they know are experiencing academic difficulties.

The Next Steps Mentor Program is an extension of The Early Alert Program to be implemented Fall of 2004. This program does not rely on referral by faculty but mandates that all first-year students check-in with the Advising Center within the first few weeks of the fall semester. Volunteer staff, faculty, and key administrators will volunteer one day of service to meet with first-year students. Appropriate steps are in place to ensure additional follow up will be utilized when working with minority male students.

E. Restart@state Program:

The Restart@state Program, first implemented Fall 2000, is an intervention tool for students placed on academic suspension from Arkansas State University. Students suspended for their academic standing are permitted to attend ASU under set criteria during the suspended term. Those who wish to continue enrollment at ASU during the subsequent semester must sign a formal agreement, which allows conditional enrollment during their suspension period. Successful completion of the term (minimum of 2.0 for the semester) and of the agreement conditions will permit regular enrollment the following semester. The primary intervention tool is mandatory participation in the Restart@state Seminar, a one-credit course taught by the staff of the Advising Center. Other terms of the agreement state that the student must: 1) fulfill at least two in-person visits with their academic advisors; 2) maintain a minimum 2.0 grade point average for the semester; 3) adhere to the freshman/sophomore level attendance policy; and, 4) enroll in no more than 14 semester hours including the Restart@state Seminar (one credit).

The Fall 2004 semester saw 34% (49) minority students participate in the program while another 37.4% (64) participated in the program during the Spring 2005 semester. Historically, these students would not have been allowed to complete the semester and limited assistance would have been provided to assist them in addressing their academic deficiencies.

F. Academic Probation:

Currently, any student on academic probation is issued a letter detailing several steps they may take to improve their academic standing for the upcoming semester. One step is to make an individual consultation appointment with an advisor within Advisement Services. A series of academic probation workshops implemented during the Spring 2004 semester will continue in the 2005-06 academic year.

G. Student Support Services:

Student Support Services (SSS) is a comprehensive program designed to promote retention and academic success in college. SSS provides participants with academic and support services in a caring environment that seeks to ensure their successful completion of a baccalaureate degree at Arkansas State University. These services are free to participants and include tutoring, academic advising, counseling, mentoring, workshops, and cultural enrichment trips.

To be considered for SSS, a student must meet the following conditions: be a United States citizen, national, or meet the residence requirements for federal student aid and have a need for academic support. A student also must meet at least one of the following criteria: be either a first-generation college student (neither parent has a four-year degree) and/or meet income guidelines and/or be an individual with a disability.

The program served the needs of 106 minority students during the 2004-2005 academic year. Approximately 88% of the students were considered low-income, first-generation college students. Over 96% of the students were retained from Fall 2004 to Spring 2005.

H. RISE – Research Internships in Science of the Environment:

The Environmental Science program at Arkansas State University continues to provide a 10-week summer research experience for 10 highly motivated, traditionally under-represented minority undergraduate students interested in environmental research. This program is funded by a grant from the Division of Biological Infrastructure at the National Science Foundation. The principal objectives are to promote the professional development of undergraduate researchers and instill a better appreciation for interdisciplinary approaches to problem solving. The RISE interns, individually and in small groups, work closely with faculty mentors on research projects ranging from ecotoxicology, geochemistry, biogeochemistry, vertebrate and invertebrate ecology, to resource management, policy, law, and economics. The program challenges interns to expand their disciplinary focus and develop an interdisciplinary perspective. Interns are from universities and colleges across the United States with most students coming to ASU from historically black colleges and university campuses. Of the 10 internships awarded each summer, two are dedicated to ASU students. Interns receive a full summer stipend, research budget, and university housing.

The program has served over 30 students, 23 of whom were minority, during the past three years. Every student who completed their bachelor's has continued their education in graduate programs. Two of the students are enrolled in graduate programs at ASU. Additionally, several minority high school students (all African American) have participated in the RISE program through supplemental funding with each of these students entering ASU as freshmen after completion of the RISE program. Finally, a minority high school teacher will participate in RISE this summer through supplemental funding

I. McNair Scholarship Program:

The McNair Program seeks to provide opportunities for under-represented students, including minority and first-generation college students from families of modest means. The ASU McNair Program will provide a climate of success by exposing students to the knowledge and skills required for advanced study in their chosen field. Currently, 25 students are participating in the program. Thirteen of the participants are minority students and 12 are female. Students participate in this program each year with the ultimate goal being preparation for, entrance into, and completion of a Ph.D. degree program in the fields of science, engineering, and mathematics. Students receive a summer research stipend as well as tutoring, financial aid counseling, and special seminar courses designed to enhance their chances of completing a doctoral degree.

J. RISE-UP – Research Internships in Science of the Environment University Program:

Faculty in the Environmental Science program at Arkansas State University received a research grant from the National Science Foundation. This research is interdisciplinary and will expose participating students to ecological and geochemical techniques used in the field of fisheries ecology. This program supports six first-generation undergraduate researchers each year and provides an academic and summer stipend, tuition, and travel to scientific meetings. Students participating in the RISE-UP program work along side McNair scholars and summer RISE students. Three minority students participated in the program during the 2004-2005 academic year. Since its inception, all students in the program have graduated from their respective universities and are pursuing graduate degrees.

Goal 2: Enhance Structural Diversity Within the Student Body

Arkansas State University will continue to recruit a significant cluster of minority students each year as a continued component of its retention plan. The goal is to provide increased opportunities for peer mentoring and the development of larger peer support systems. The following initiatives have been undertaken:

A. The Associate Vice-Chancellor for Student Affairs, the Assistant to the President for Diversity Initiatives, and the Director of the Honors Program will design a plan to recruit a cluster of minority students into the university's Honors Program. The Associate Vice-Chancellor for Student Affairs and the Assistant to the President for Diversity Initiatives are visiting with high school counselors and administrators in the Delta region to develop stronger organizational relations and to increase Arkansas State University's visibility at these schools. The ultimate goal is to enhance minority student recruitment efforts and build public relations in the minority communities within those school districts contacted.

B. High School Honors Day:

Coordinated by the Office of Student Life in conjunction with the Office of Admissions, this program seeks to recruit qualified African American students to Arkansas State University. Current students assist in the planning and development of activities for this annual event. Over 300 students attended the November 2003 event which acknowledges the honors, awards, and activities of outstanding minority high school students. This event will be re-introduced during the Fall 2005 semester and will focus on attracting high-achieving minority students.

C. The Cultural Enrichment Tour:

This tour is sponsored by the United Voices Gospel Choir and traditionally proves effective in recruiting area minority students. Additionally, five to eight Unity Rally events were held in ASU target recruiting areas. This student organization is led by eight student officers and involves 40-50 singers and musicians.

D. Community Leaders Luncheon:

The Associate Vice Chancellor worked with African American ministers in West Memphis, Jonesboro, and Blytheville to increase ASU's presence in these communities. Three luncheons were held in Jonesboro and West Memphis with ministers to garner their support and outline this initiative. In addition, one luncheon was held in Blytheville.

- One result of this outreach initiative has been the creation of the African American Pastoral Advisory Committee to the division of student affairs. During the 2003-2004 academic year, this group collaborated to produce the Daisy Gaston Bates Holiday Program in Jonesboro. Additionally, six churches combined to produce a concert featuring ASU's gospel choir in West Memphis. This event attracted over 350 participants.

E. GEAR UP Program:

The university participated in the GEAR UP program during the first summer session of 2004. GEAR UP is an acronym for Gaining Early Awareness and Readiness for Undergraduate Programs and the program's goal is to expose the participants to college possibilities along with some leadership building exercises. Total participation in this program consisted of 29 African American male junior high students.

The *Gear Up for College* initiative was introduced during the 2004-2005 academic year and consists of a presentation given to Gear Up students from West Memphis June 21. Approximately 40 minority students were in attendance. The program's purpose is to convince young high school students to prepare themselves academically for college while in high school. An ancillary goal is to increase the college participation rate of minority students and to provide them with information about financing their college education.

F. College 101:

The Associate Vice Chancellor for Student Affairs and the Dean of Enrollment Services presented College 101 at Jonesboro High School January 18, 2005, for an all-senior convocation during the morning. Financial Aid staff members followed with a financial aid awareness program on January 20. An estimated 200 minority students attended the session. The goal of this initiative is to increase the college-going rate of minority students at both schools and their preparation level for financing their college education.

G. Discover Diversity Through You Day:

This is a program held during the spring semester each year, and designed to recruit academically talented African American students. The anticipated outcome is for minority students to experience campus diversity and its welcoming and inclusive atmosphere. The program was expanded in Spring 2004 into a two-day leadership conference. Seventy-eight high school juniors and seniors participated in this event. The participants came from southeast and central Arkansas, western Mississippi, and Memphis, Tennessee.

H. The Thompson Minority Scholarships and Grants:

The Thompson Minority Grant was a one-time disbursement of privately donated funds in the amount of \$50,000. The grants were processed on a case-by-case basis by admissions counselors and financial aid counselors to students in need. The grants were awarded to first-time freshmen, committed to living on-campus, who were from Arkansas, lived within a 75-mile radius of campus, or dependents of alumni who were non-residents of Arkansas. One hundred two students received an award during the 2004-2005 academic year, 24 were minority students.

The long-term goal of this program is to increase the enrollment of entering African-American freshman, and retention rates of currently enrolled African Americans students by honoring academic achievement and eliminating financial barriers.

I. Minority Teacher Scholarship Program

Historically, Arkansas State University has enrolled a significant number of scholars in this program over the past five years. Twelve students participated in the program during the 2003-2004 academic year. The program is coordinated by faculty members in the Department of Teacher Education and will return during the 2005-2006 academic year.

These programs benefit students in several ways including:

- Providing an academic stipend
- Paying registration fees for professional conferences
- Students attend the Arkansas Reading Association Conference and the Arkansas Education Association's annual meetings

- Materials such as books and software are provided to assist students in preparing for licensing exams such as the *Praxis I* and *II*
- Other books and materials are purchased to assist students while they are in the program and in their professional careers
- Informal peer and faculty mentoring are core components of each program

J. Recruitment Brochure:

A recruitment brochure specifically targeting students of color is part of the Admissions mail flow each year. Recruitment materials are carefully monitored to ensure a look that is inviting to students of color. This effort targets both print and electronic materials.

K. Future Delta Leaders Program:

Future Delta Leaders program awards scholarships to students of the Delta and provides leadership opportunities on campus. Future Delta Leaders serve as Ambassadors in the Admissions office and often give tours and contact prospective students by telephone and in writing. Twenty (20) students are awarded \$2,000 each academic year. While this program is not specifically awarded to minority students, many minority students benefit from this program. Minority students are targeted and introduced to this program. Six (6) of the 20 awards during the 2004-2005 academic year were made to minority students. The goal of this program is to increase the enrollment of entering African American freshmen. An ancillary goal is to increase the retention rates of currently enrolled minority students.

L. 3.0 Club Induction Ceremony:

This event traditionally recognizes sophomore students who have maintained at least a 3.0 cumulative grade point average. This year the program recognized the academic accomplishments of first-year freshmen students. The purpose of this initiative is to: (1) encourage students to continue to perform well academically; (2) recognize and appreciate the honorees for their hard work; (3) inform students about the Strong-Turner Alumni Association; (4) enhance the visibility of minority student accomplishments during Convocation of Scholars week.

Goal 3. Creating a Welcoming Environment for Minority Students

A. Fall Explosion:

The annual Fall Explosion has been an ASU tradition for 12 years. The Fall 2004 event involved over 800 students, faculty, and staff. The purpose of this event is to serve as a kick-off of multicultural programming and to set a positive, welcoming tone for social involvement. The event gives minority students a chance to meet and visit with non-minority campus administrators and minority faculty and staff members. The goal of this event is to

formally welcome minority students to the campus and to make them aware of the human resources available to help serve their needs.

B. Residence Life Diversity Training:

Each fall semester, Resident Assistants (RAs) participate in the diversity component of RA training. While RAs participate in the training, the training typically leads to more discussions on the RA's floors with residents. The expected outcome is to train staff in recognizing and appreciating the differences in their communities. All minority student residents are served by this training as it creates a more positive living environment that supports a diverse community. The outcomes of this program are to develop staff that is aware of the diversities that exist, understand how to create a community between minority and majority individuals, and make the living environment one of inclusion and support for minority students.

During the Fall 2003 training, Resident Assistants were exposed to a program entitled, *Culture Shock*, which gave them insight into some of the anxieties that International Students face when they arrive on a campus for the first time. In addition, the Resident Assistants spent an afternoon participating in and processing the experience, *Brown Eyes Blue Eyes*. The experience allowed the staff to engage in meaningful conversations about differences, prejudice, and discrimination. Fifty-two residence life staff members participated in diversity training workshops during the Fall 2004 semester.

C. Latino/Hispanic Outreach Initiative:

A committee has been formed to develop, plan, and implement a formal outreach initiative to recruit, develop, and retain more members from this growing community of citizens to the campus of Arkansas State University.

- Members of this committee coordinated the 2005 Hispanic Art and Music Festival held in downtown Jonesboro. The event celebrated Hispanic culture and attracted over 1,500 people.
- Meetings continue to be held with area high school officials to discuss ways in which the university and the high schools can partner in educational outreach activities to the Hispanic community.
- The Department of Biology has developed a Spanish version of their website to increase visibility with prospective Hispanic students, both nationally and internationally.
- A faculty member in the College of Humanities and Social Sciences established service learning experiences for ASU students with Spanish-speaking children in the Nettleton public schools and with the Hispanic Community Services Center.

D. Migrant Worker Outreach:

The College of Humanities and Social Sciences, dean's office, submitted a grant proposal to the Department of Education, College Assistance Migrant Program. The proposal, "Planting Seeds of Courage, Knowledge, & Exploration," if funded, will provide first-year resources for 20

migrant students to attend ASU each year for the next five years. Notification will be in early June. The purpose the CAMP grant is to encourage children of migrant workers to pursue a college degree.

Goal 4: Provide Leadership Development and Campus Involvement Activities

A. NAACP Student Chapter:

The student chapter of the NAACP is under the direction of five officers. This organization serves as an advocate for students and student-led initiatives.

B. Southwestern Black Student Leadership Conference:

In Spring 2005, ASU sent 25 delegates to the Southwestern Black Student Leadership Conference in College Station, Texas. This hands-on training workshop teaches leadership skills, while exposing students to programs from several regional universities.

C. Future Delta Leaders Program:

The Future Delta Leaders Program awards scholarships to students of the Delta and provides leadership opportunities on campus. Future Delta Leaders serve as ASU Ambassadors in the Admissions office giving tours and contacting prospective students by telephone and in writing. Twenty students are awarded \$2,000 each academic year. While this program is not specifically awarded to minority students, many minority students benefit from this program. Significant efforts are made to locate minority students in the Delta and introduce them to this program. One goal of this program is to increase the enrollment of entering African American freshmen and the retention rates of currently enrolled African-Americans students by providing leadership opportunities and eliminating financial barriers. During the 2004-2005 academic year, six awards were made to African-American students.

D. Student Diversity Taskforce:

The Assistant to the President for Diversity Initiatives has formed a student taskforce of recognized campus leaders and other students who express a desire to design, plan, and implement student-led diversity initiatives. The process is student driven with students making many of the critical decisions. The *Punk'd Academic Challenge Series* and *Reaching Across Difference* are two initiatives designed to enhance the academic performance of minority students and to facilitate an environment of inclusion among ASU students. The programs were piloted in Spring 2004 and will continue during the 2005-2006 academic year.

E. Student Government Association:

The diversity efforts of the SGA continue to expand through the recruitment of minority

students to participate as members, providing financial support for minority student groups, offering more diverse student programming, and implementing a series of minority roundtable discussions. The SGA President's Discretionary fund continues to support minority events and the activities of minority student organizations.

Goal 5: Provide Minority Students with Opportunities to Experience Cultural Awareness and Growth Opportunities

A. Campus Curriculum:

The campus curriculum remains the primary opportunity for students to experience cultural awareness and personal growth. The Ph.D. in Heritage Studies Program, a minor in African American Studies, a multicultural counseling course, and Native American and African American history courses are a few examples of the quality and breadth of the curriculum offered by Arkansas State University. Additionally, the Department of English and Philosophy has created a schedule highlighting the many diversity-related courses offered in the department. In pursuit of expanding this quality and breadth, a curriculum subcommittee of the diversity taskforce has been formed to explore and recommend ways in which the curriculum can be better used to teach students about each other, themselves, and the world in which we all live.

One faculty member is conducting research in the whole area of awareness of cultural differences. She has conducted approximately 200 interviews of students, teachers and administrators to better understand how individuals at ASU relate to others of different backgrounds. The research results will be shared with departmental and university curriculum committees to assist in the process of integrating more diversity in this important area.

B. Black History Month 2005 Activities:

A collaborated effort among various student organizations sponsored Black History Month with events consistent with the theme of *Commemorating the Arts*. Events included:

- Black History Month Kickoff Reception provided an opportunity for minority students to interact with faculty, staff, and the community.
- The Department of Teacher Education sponsored the African American Read-In at Hillcrest Elementary School. Minority faculty members read books written by African American authors to students in various classes.

C. Rev. Martin Luther King, Jr. Week 2005:

Martin Luther King, Jr. Week activities were held to celebrate the life and the legacy of Martin Luther King, Jr. This event is a week of festivities planned by the Martin Luther King Committee. Student organizations and campus departments united as one for Martin Luther King, Jr. Week. Student groups and offices included the Student Activities Board Multicultural

Committee, Student Life, Multicultural Affairs Office, Office of the President, Black Student Association, NAACP, and all historically African American Greek organizations.

This week is very informative and celebrates the life of Dr. Martin Luther King, Jr. The week of events is filled with a variety of programs focusing on tradition, service, ceremonies, and education. The collaboration among student groups is a learning experience in itself. Faculty and staff are utilized and asked to take part in many of the programs. All events are free and open to all. A large number of students have participated in the Alpha Phi Alpha March and the MLK Day of Service.

2004 saw the addition of the ASU Image Awards designed to recognize students for their involvement, dedication, scholarship, and service to the ASU community. The week also consisted of a diversity workshop where students had the opportunity to discuss campus diversity issues. The discussions centered on student organizations and campus unity. The week concluded with a lecture from civil rights legend Ms. Dorothy Cotton, which was followed by a reception. Ms. Cotton enlightened students, faculty, and staff with experiences as an active participant in the civil rights movement.

D. Multicultural Week 2005:

The purpose of Multicultural Week is to increase awareness of different cultures around the world. This program is sponsored by the International Students Association, Student Activities Board Multicultural Committee, and the Black Students Association. Events included: Cultural Night and Fashion Show, International Food Festival, Foreign Film, and a sporting event. Events have various sponsors, provide entertainment, and inform students and the ASU community about the different cultures.

This program is designed to increase awareness of our global community and cultures. Students from all over the campus from different cultures and backgrounds work collectively to produce this event. Faculty, staff, and organizational advisors work together to bridge the gap between the different cultures of students. Events are free and open to all students. A recruitment component is incorporated into this program through the encouragement of high school students to attend various events.

Multicultural Week provides all students a glimpse into other cultures not only within Arkansas, but around the world. This program increases cultural sensitivity and awareness. Multicultural Week encourages student organizations to work together, which allows their differences to be understood and appreciated. The various components of this weeklong event are very well attended.

E. *I'm Saved* Gospel Play:

The Multicultural Enrichment Committee of the Student Activities Board sponsored this gospel play, which was full of satire and provided a humorous evening of song and drama. The event was held in the Student Union Auditorium with over 300 students in attendance.

F. Delta Blues Symposium:

The Department of English and Philosophy sponsored the annual symposium, which provides scholars, artists, performers, and the general public with an interest in the blues and the Mississippi River Delta the opportunity to convene and share insights, discuss issues, and celebrate a regional culture. The featured lecture for 2005, "Sweet Home on the Delta: Imagining the Other Side of the World," was presented by keynote speaker, Henry Glassie, Professor of Folklore from Indiana University

G. International Student Welcome Back Picnic:

This was an inaugural event sponsored by the Office of Multicultural Affairs and International Scholar Services designed to express appreciation for ASU's international students. Additionally, the event was designed to welcome the students back to campus and provide an opportunity to discuss upcoming events with the international student population. The program attracted 80 students, three staff members, and one Graduate Student.

FACULTY

Goal 1: Improve retention by enhancing structural diversity through establishing a nucleus of minority faculty and academic administrators.

- 1.1 Objective 1:** Increase the number of minority faculty members and academic administrators.

Strategies & Current Activities:

- 1.1.1 Educate individual search committees and departments on the process of identifying and recruiting minority applicants.
 - The Assistant to the President for Diversity Initiatives works with all non-classified position search committees to identify and recruit minority applicants.
- 1.1.2 Extend and document good-faith efforts to identify minority candidates and invite them into faculty applicant pools.
 - As positions become available, every college, department, and administrative unit will work to identify and extend personal

contacts to qualified minority candidates to assure them of Arkansas State University's commitment to diversity.

- The university revised its affirmative action manual in January 2003. The revision introduced a component that focuses exclusively on the search process and how to recruit minority candidates. Additionally, the document adds more accountability to the process of identifying, recruiting, and extending offers to minority faculty members.

1.1.3 Extend competitive offers to qualified minority candidates.

➤ The following is a sample of positions accepted by minority candidates during the 2004-2005 academic year:

- Reference Librarian (2)
- Assistant Professor of Psychology
- Assistant Professor of Special Education
- Instructor – Exercise Science
- Instructor – Reading/Literacy
- Assistant Professor of Social Work
- Chair, Department of Psychology and Counseling
- Public Safety Officer (UPD)
- Assistant Director of Admissions
- Assistant Dean of Student Union Leadership Center

➤ The following offer was extended to, and rejected by, a prospective minority faculty member during the 2004-2005 academic year:

- Wellness Director
- Chair, Department of Nursing

Goal 2: Create and maintain a campus environment that affords all people, including minority faculty, equitable access to all learning and teaching resources, on and off campus.

2.1 Objective 1: Encourage and support minority faculty in the pursuit of additional education.

Strategies & Current Activities:

2.1.1 Provide minority faculty opportunities to pursue advanced degrees and other professional development goals.

- Paid sabbaticals and unpaid leave requests are available for faculty members who meet the stated qualifications. One faculty member returned from a sabbatical during the Spring 2005 semester.
- One faculty member has been granted an unpaid leave request to pursue professional development objectives ending with the Spring 2005 semester. This individual will return in Fall 2005.
- Two minority persons who were granted leave time to pursue doctoral degrees during the Fall 2004 semester and will continue their doctoral pursuits throughout the 2005-2006 academic year. Currently, other faculty members are seeking admission into a quality graduate program.
- The university will continue to recruit prospective minority doctoral candidates from within the current faculty. Specifically, the university will focus on persons who are instructors or who hold temporary appointments.

2.2 Objective 2: Encourage and support minority faculty professional development within their discipline and the pursuit of pedagogical methodologies.

Strategies & Current Activities:

2.2.1 Provide faculty development funds to minority faculty to attend professional conferences that directly address teaching and learning issues.

- Financial support was provided to assist two minority faculty members in presenting papers at an academic conference.

2.2.2 Provide faculty development opportunities within the campus for minority faculty members.

- The Office of Diversity will re-introduce the Quality Teaching Circle Initiative in the Fall 2005 semester. 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.

2.3 Objective 3: Support and encourage open and free communication among diverse groups through all activities at the university.

Strategies & Current Activities:

2.3.1 Promote the concept of academic freedom in all university discussions, publications, classes, student affairs forums, and committees.

- Develop and present monthly diversity discussion forums centering around topics of interest to the campus.

2.3.2 Actively seek out minority faculty to represent minority issues on university wide committees.

- The composition of each university-wide committee continues to be reviewed and efforts are made to ensure all committees, to the extent possible, have minority representation.
- The membership of each university committee is reviewed each year to ensure, to the extent possible, diverse representation on each committee.

2.4 Objective 4: Provide support for minority faculty salaries and facilitate the creation of prominent new minority faculty positions.

Strategies & Current Activities:

2.4.1 Identify private sources of support to establish minority faculty endowed lectureships, endowed professorships, and endowed chairs. These sources will be informed about the potential for an ASU partnership.

- Predoctoral Teaching Fellowships will be introduced during the Fall 2005 semester. The sole purpose of this initiative is to provide a mechanism for increasing faculty diversity in strategic areas throughout the campus.
- The Office of University Advancement and the African American alumni chapter will work collaboratively to identify potential sources of funding, in addition to creating a strategic fund-raising plan.

2.4.2 Develop an internal mechanism to provide salary support to enable campus units and departments to make competitive offers to promising minority candidates.

- The Office of Diversity introduced the Strategic Hiring Fund Initiative during the 2003-2004 academic year. A pool of funds is made available to assist in the recruitment of minorities and women

in areas where they are underrepresented on the campus. All available funds were expended during the 2004-2005 academic year.

- 2.5 Objective 5:** Seek out unique partnerships that provide for ongoing support for the research and professional development in which minority faculty are engaged.

Strategies & Current Activities:

- 2.5.1 Establish discretionary funding that would be used in support of minority faculty research and professional development.

- The Office of Diversity provides limited financial support to academic units to support research and professional development opportunities for minority faculty.

Goal 3: Establish and encourage a clear commitment to the value of diversity for all members of the university community.

- 3.1 Objective 1:** Review and evaluate personnel policies and procedures for minority faculty retention.

Strategies & Current Activities:

- 3.1.1 Encourage minority faculty to serve on shared governance committees, especially those committees on recruitment and retention of minority faculty.

- 3.2 Objective 2:** Provide each academic department with resources to establish goals and objectives for minority faculty retention.

Strategies & Current Activities:

- 3.2.1 Provide diversity workshops and other opportunities for diversity training to all employees at ASU.

- A group consisting of 25 faculty and staff members participated in a diversity train-the-trainer program. This group assists in the development and implementation of diversity workshops and training sessions throughout the campus community. To date, diversity training sessions have been conducted for Human Resources, Administrative staff of Academic Affairs, Finance, Student Affairs, and University Advancement, Athletics, Facilities

Management, the College of Education, the College of Nursing and Health Professionals, and the students and staff affiliated with New Student Orientation.

3.2.2 Identify and train minorities for senior roles.

3.2.3 Identify potential minority faculty from among our graduate students and temporary faculty.

- One graduate student has been hired to teach in the department of mathematics.

3.3 Objective 3: Establish meaningful programs of awareness and sensitivity to diversity issues.

Strategies & Current Activities:

3.3.1 Establish a formal minority faculty mentorship program.

- An informal minority faculty mentor program has been initiated. Once structural diversity has increased, then a more formal initiative will be implemented.
- More opportunities will be provided for minority faculty members to network and fellowship.
- Affinity groups will be created to provide minority groups with a collective campus voice.

3.3.2 Provide seminars, speakers, forums, and festivals on cultural diversity.

- The inaugural Diversity Excellence Awards featured Dr. William Harvey, Vice-President of the American Council on Education and President of its Center for the Advancement of Racial and Ethnic Equity.
- Members of the campus community sponsored, supported, or organized the following: (1) The 2005 Hispanic Art and Music Festival; (2) The 2004 Juneteenth Festival; (3) Multicultural Week; (4) Black History Month and (5) MLK Day. Each event featured noted local and regional speakers.
- Diversity seminars and workshops have been developed to address issues such as diversity in the curriculum, teaching minority students, recruiting minority faculty members, and retaining

minority faculty and staff members by building inclusive work environments.

3.3.3 Involve faculty in the planning and implementation of minority student programs, services, activities, and programs.

- The Associate Vice-Chancellor for Student Affairs and the Assistant Dean of Students for Multicultural Affairs continue to work closely with faculty and staff in planning and implementing such programs.
- Minority faculty and staff members serve as advisors to many minority student organizations.
- The full faculty is encouraged to participate in minority student activities and programs.

3.3.4 Evaluate and assess all programs and activities annually to measure effectiveness and impact.

- The Presidential Diversity Taskforce has established an assessment committee whose sole purpose is to assess all diversity-related programs and activities.

Staff

Goal 1: Improve retention by enhancing structural diversity through establishing a nucleus of minority administrative and support staff members.

1.1 Objective 1: Increase the number of minority administrative and support staff members and academic administrators.

Strategies & Current Activities:

1.1.1 Educate individual search committees and departments on the process of identifying and recruiting minority applicants.

- The Assistant to the President for Diversity Initiatives works with all search committees to identify and recruit minority applicants.
- On a monthly basis, Human Resources sends a list of all vacant positions to minority churches in the area.

- Human Resources actively works with all classified search committees to identify potential minority applicants and to ensure qualified minority applicants are not inadvertently omitted from applicant pools.

1.1.2 Extend and document good-faith efforts to identify minority candidates and invite them into the applicant pools.

- Search committees for non-classified positions are provided guidance on how to conduct searches and are required to document the efforts they made to identify minority candidates. Additionally, search committees are required to document the outcomes for any minority applicants included in a given applicant pool.

1.1.3 Extend competitive offers to qualified minority candidates.

- Thirty-one staff positions were filled by minority candidates during the 2004-2005 academic year.

Goal 2: Create and maintain a campus environment that affords all people, including minority staff, equitable access to all learning resources, on and off campus.

2.1 Objective 1: Encourage and support minority staff in the pursuit of additional education.

Strategies & Current Activities:

2.1.1 Provide an opportunity for minority staff to pursue additional education and professional development at ASU.

- All employees are eligible to take courses at significantly reduced tuition rates.
- Supervisors are flexible regarding reasonable requests to take a course during business hours.
- Some campus units provide registration and travel funds to minority staff for conference attendance and other professional development activities.
- Finance and Administration continues to encourage minority employees to participate in training and staff development activities, including taking academic courses relevant to their employment area.

- Information Technology employees are required to develop an annual plan consisting of a professional development initiative and a technical development initiative.

2.2 Objective 2: Encourage and support minority staff professional development within their area of expertise.

Strategies & Current Activities:

2.2.1 Provide on-campus formal and informal training opportunities for all staff members.

- The Department of Training and Development continues to offer training seminars throughout the year on a variety of topics:

2.3 Objective 3: Support and encourage open and free communication among diverse groups through all activities at the university.

Strategies & Current Activities:

2.3.1 Promote various forums for minority staff to express concerns about diversity issues as they arise on campus.

- More opportunities will be provided for minority staff members to network and fellowship.
- Affinity groups have been created to provide minority groups with a collective campus voice and opportunities to interact with each other.
- The strategic planning process has allowed all campus members to provide feedback regarding their views and concerns regarding diversity.

2.3.2 Seek out minority staff to represent minority issues and to enhance diversity on university wide committees.

- The composition of each university-wide committee has been reviewed and efforts will be made to ensure all committees, to the extent possible, have minority representation.

Goal 3: Establish and encourage a clear commitment to the value of diversity for all members of the university community.

3.1 Objective 1: Review and evaluate personnel policies and procedures for minority staff retention.

Strategies & Current Activities:

- 3.1.1 Encourage minority staff to serve on shared governance committees, especially those committees on recruitment and retention of staff.
 - Minority staff members are encouraged to volunteer for committee service. Additionally, appointing bodies are strongly encouraged to consider minority representation when making committee appointments.
 - Staff Senate actively seeks to include minority staff members in its planning and implementation process.
- 3.1.2 Review practices concerning the retention of minority staff.
 - The Office of Human Resources monitors the retention of all staff.
 - The Office of Human Resources monitors reasons staff leave ASU.
- 3.1.3 Orient new minority administrative staff members.
 - All new employees are required to undergo a detailed orientation process.
- 3.1.4 To direct resources toward recruitment efforts to attract qualified minority staff in highly competitive functions and services.
 - Strategic Hiring Fund.
 - The Office of Institutional Advancement and the African American alumni chapter will work collaboratively to identify potential sources of funding, in addition to creating a strategic fund-raising plan.

3.2 Objective 2: Provide each department with resources to establish goals and objectives for minority staff retention.

Strategies & Current Activities:

- 3.2.1 The Assistant to the President for Diversity Initiatives will continue to work with each department to establish goals for minority staff recruitment and retention.
- 3.2.2 Identify and train minorities for senior roles.

- No minorities were identified or trained for senior roles this year. However, the university will continue to seek qualified minorities with the qualifications to serve in senior administrative roles as they become available.
- Close supervision and mentoring will be provided to junior administrators to prepare them to become competitive for future senior administrative roles.

3.2.3 Promote professional development opportunities to develop skills of minority employees at the non-professional levels.

- Employees are encouraged to pursue attaining a college degree at the significantly reduced tuition rates.

3.2.4 As positions become available, every college, department, and administrative unit will extend personal contacts to qualified minority candidates to assure them of Arkansas State University's commitment to diversity.

- The university's search process document continues to emphasize the importance of person-to-person contact in the recruitment of prospective employees. Additionally, the document adds more accountability to the process of identifying, recruiting, and extending offers to minority faculty members.

3.2.5 To identify potential minority staff from among our graduate students and temporary employees.

3.3 Objective 3: Establish meaningful programs of awareness and sensitivity to diversity issues.

Strategies & Current Activities:

3.3.1 Establish a minority staff mentorship program.

- Informal mentoring opportunities continue to exist on the campus. However, a formal staff mentoring program has not been developed to date.

3.3.2 Provide seminars, speakers, forums, and festivals on cultural diversity.

- Members of the campus community sponsored, supported or organized the following: (1) The 2005 Cinco de Mayo Art and Music Festival; (2) The 2004 Juneteenth Festival; (3) Multicultural Week; (4) Black History Month and (5) MLK Day. Each event feature noted local, regional, and national speakers.

- Diversity seminars and workshops have been developed to address issues such as diversity in the curriculum, teaching minority students, recruiting minority faculty members, and retaining minority faculty and staff members by building inclusive work environments.

3.3.3 Develop opportunities for mentoring and partnering between ASU staff and the off-campus community.

- An African American pastoral advisory committee to the Division of Student Affairs has been formed. This group strives to meet quarterly and provides an opportunity for the community to engage in direct dialogue with the campus.

3.3.4 Provide training for staff to help them become more understanding of the various minority student, faculty, and staff groups and their needs.

- The Office of Diversity and the Counseling Center have collaborated to develop diversity sensitivity and awareness training for the campus.

3.3.5 Support minority networks by providing resources and recognition.

- Funding will be provided to increase the number of minority fellowship and networking opportunities.

3.4 Objective 4: Facilitate in the development of minority staff positions that can provide support for the mission of minority retention among students, faculty, and staff.

Strategies & Current Activities:

- Fund through private or public resources a position within University Advancement specifically designed to develop communications/outreach programs with minority alumni. No progress has been made in this area.

APPENDIX A – ACT 1901 of 1999

Act Entitled: “An Act to Require State Supported Colleges and Universities to Establish Programs to Enhance the Retention of Minority Students, Faculty, and Staff, and for Other Purposes.”

SECTION 1.

For purposes of this act, the term “minority” refers to African Americans, Hispanic Americans, Asian Americans, and Native Americans.

SECTION 2.

- a) All state-supported colleges and universities shall establish a program for the retention of blacks and other members of minority groups as students, faculty, and staff. Retention action plans shall be prepared on a continuing basis for future five-year periods.
- b) Each state-supported college and university shall annually prepare a progress report on the steps that have been taken to reach the goals of the plan. The report shall include information relative to students, faculty, and staff within the institution.
- c) Copies of each institution’s five-year plan and annual reports shall be filed by June 30 with the Department of Higher Education, the Board of Trustees of the Institution, the House and Senate Interim Committees on Education, and the Board of Visitors of the institution, if applicable.
- d) The Department of Higher Education shall develop appropriate forms for reporting and shall monitor the retention plans and annual reports.
- e) In carrying out the retention action plans, each institution shall provide for a part-time or full-time employee by reassignment, appointment, or employment to assist the institution in the retention of blacks and members of other minority groups for faculty and staff positions.

SECTION 3.

All provisions of this act of a general and permanent nature are amendatory to the Arkansas code of 1987 annotated and the Arkansas Code Revision Commission shall incorporate the same in the Code.

SECTION 4.

If any provision of the act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are declared to be severable.

SECTION 5.

All laws and parts of laws in conflict with this act are hereby repealed.

Supplemental Information:

Act 1091 of 1999 was enacted by The State of Arkansas 82nd General Assembly during its regular session of 1999. The bill was sponsored by Representatives Johnson, Green, Steele, White, Wilkins, Willis, and Smith. The Act is very similar to Act 99 of 1989, codified as A C A 6-63-103, which applies to minority recruitment (rather than retention) Act 1091 of 1999 differs from Act 99 in that Act 1091 requires ADHE to develop appropriate forms for reporting and to monitor the retention plans and annual reports. It also defines “minority,” which was not done in the 1989 Act.

APPENDIX B – ASU AFFIRMATIVE ACTION POLICY & GOALS

Arkansas State University is committed to the goal of equal opportunity for all. This policy is adopted by the Arkansas State University Board of Trustees. Implementation is responsibility of the President.

The day-to-day supervision of ASU's compliance efforts is delegated to the Associate Vice Chancellor for Administration. In this regard, the duties of the Associate Vice Chancellor for Administration include, but are not limited to, developing policy statements, affirmative action programs and plans, internal and external communication techniques, assisting in the identification and resolution of problems related to equal opportunity and affirmative action, and designating and implementing reporting systems that will measure the effectiveness of ASU's affirmative action program and the degree to which ASU attains its goals.

All vice presidents, deans, directors, departmental officers, supervisors, and other personnel responsible for hiring employees and recruiting students share a responsibility to support the university's equal opportunity and affirmative action program and to provide leadership in achieving its goals.

Areas addressed in this plan include the recruitment of African American faculty, administrators, and staff, and the recruitment of African American students at the undergraduate and graduate levels.

1. Faculty/Staff Affirmative Action Employment Goals: It is the ultimate goal of ASU for each academic department and/or administrative unit to employ a percentage of African American employees that is equal to the percentage of minorities served by that unit. During the next five years, each academic department and/or administrative unit with three or more employees will attempt to meet this goal. An annual report will be submitted to the Office of Human Resources by each academic department and/or administrative unit stating the progress being made in achieving the affirmative action goals. If a unit has not met its goal, justification for non-achievement must be submitted. Justification could include no vacancies occurring within the unit, no qualified African American applicants for the vacancy, an African American employee was available, but the applicant refused the position, an African American employee terminated his/her employment and no replacement has been hired.

2. Strategies for Accomplishing Employment Goals:

- 2.1 All administrative and faculty positions will be advertised in national publications that reach African American audiences.
- 2.2 All academic departments that currently have no African American employees will identify in each applicant pool any qualified African American prospects, one of who will be invited to campus and given preference in filling the position.
- 2.3 The university shall identify and hire exceptional African American candidates from within the ranks of its own Master's degree programs. Where appropriate, African American employees will be encouraged to work toward the terminal degree. After three years of satisfactory service, the African American employee is eligible for 50 percent of salary for two years while working on a terminal degree. The employee must return and complete an amount of time equal to the compensated leave.

3. Affirmative Action Student Recruitment Goals: It is the goal of Arkansas State University to enroll a percentage of African American students that is equal to the percentage of African American students who graduate meeting appropriate admission criteria from high schools in ASU's traditional draw area.

4. Affirmative Action Student Recruitment Strategies:

- 4.1 Admission Office staff will target attendance at day/night programs throughout the state of Arkansas providing follow-up activities for all students and planning specific activities for African American students.
- 4.2 Invite students to attend ASU Preview Day programs.
- 4.3 Mail financial aid resource booklets to all African American students.
- 4.4 Conduct spring and summer follow ups on prospective African American students via mail, telephone, and personal contacts.
- 4.5 Mail personalized letters to outstanding African American students from Arkansas and surrounding areas who are semifinalists in the National Achievement Scholarship Programs for Outstanding Negro Students. Mailing should include general information sheets and admissions booklets.
- 4.6 Record race information on recruiting report forms to more accurately reflect numbers of minorities visited.
- 4.7 Record race information into the student information database to better identify African American students who should receive personalized mailings.

5. Affirmative Action Graduate Student Recruitment Goals: It is the goal of Arkansas State University to enroll in graduate programs a percentage of African American students that is equal to the percentage of African American students who graduate from undergraduate institutions with degrees in fields which correspond to ASU's graduate programs.

6. Affirmative Action Graduate Student Recruitment Strategies:

- 6.1 The graduate dean will maintain frequent contact with the University of Arkansas Pine Bluff, Philander Smith College, Lemoyne Owen College, and selected other African American institutions through visits, participation in programs, etc.
- 6.2 The Graduate School will maintain graduate assistantships for African American students.
- 6.3 All members of the Graduate Faculty will be involved in the African American Student Recruitment Program.
- 6.4 African American students in graduate programs will be involved in the African American Student Recruitment Program.

Students, Faculty, & Staff Information



Minority Employee Headcount (Fall)

Based on the Fall 2004 IPEDS Staff Report, 12.5% of Fall 2004 full-time employees classified themselves as minority. Since Fall 1996, the percentage of minority employees has averaged 9.4%.

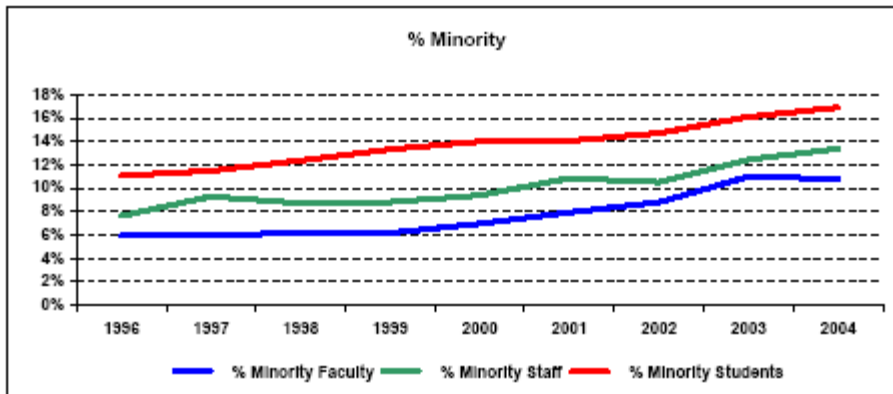
Full-Time Employees	Fall								
	1996	1997	1998	1999	2000	2001	2002	2003	2004
9- & 12- Month Faculty	406	435	422	422	431	429	432	446	454
Minority Faculty	24	26	26	26	30	34	38	49	49
% Minority Faculty	5.9%	6.0%	6.2%	6.2%	7.0%	7.9%	8.8%	11.0%	10.8%
All Full-Time Staff	747	776	815	851	842	848	875	884	875
Minority Staff	57	72	71	75	79	92	92	110	117
% Minority Staff	7.6%	9.3%	8.7%	8.8%	9.4%	10.8%	10.5%	12.4%	13.4%
All Full-Time Employees	1,152	1,211	1,237	1,273	1,273	1,277	1,307	1,330	1,329
Minority Employees	81	96	97	101	109	126	130	159	166
% Minority Employees	7.0%	8.1%	7.8%	7.9%	8.6%	9.9%	9.9%	12.0%	12.5%



Minority Student Headcount (Fall)

Based on the Fall 2004 IPEDS Enrollment Survey, 16.3% of Fall 2004 students classified themselves as minority. Since Fall 1996, ASU fall minority enrollment has averaged 13.8%.

Student Headcount	Fall								
	1996	1997	1998	1999	2000	2001	2002	2003	2004
All Students	10,309	10,423	10,364	10,461	10,429	10,568	10,435	10,573	10,508
Minority Students	1,142	1,197	1,282	1,394	1,459	1,484	1,533	1,701	1,776
% Minority Students	11.1%	11.5%	12.4%	13.3%	14.0%	14.0%	14.7%	16.1%	16.9%



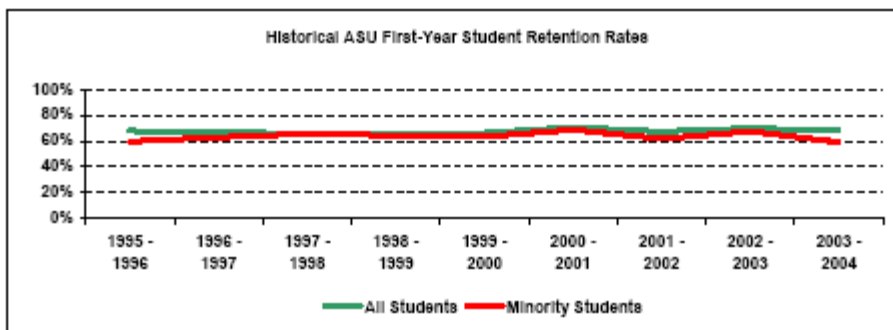
Analysis Prepared by The Office Of Institutional Research and Planning, <http://ip.asstate.edu>



Retention Rates for Minority Students (Full-Time-Enrolled, First-Time Freshmen)

Based on the 2004 Consortium for Student Retention Data Exchange (CSRDE) Survey, **68.0%** of Fall 2003 full-time-enrolled, first-time freshmen returned in Fall 2004. In contrast, the one-year retention rate for Fall 2003 minority students was **59.1%**. Since 1996, one-year retention rates for all full-time-enrolled, first-time freshmen have averaged **67.5%**; whereas, rates for minorities have averaged **63.6%**.

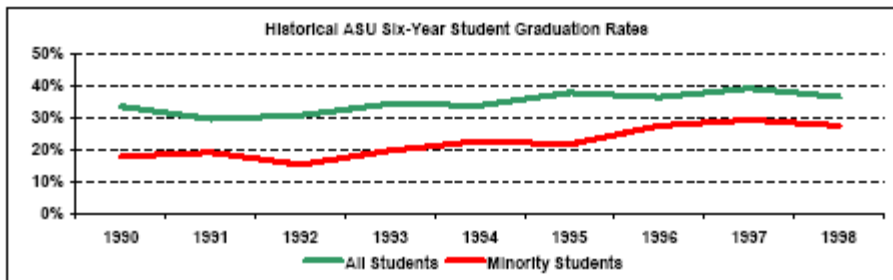
First-Year Retention Rates	Fall to Fall									
	1995 - 1996	1996 - 1997	1997 - 1998	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	
All Students	67.7%	66.8%	65.5%	65.5%	66.2%	70.6%	67.3%	69.9%	68.0%	
Minority Students	59.6%	62.6%	65.6%	64.3%	63.2%	68.7%	61.7%	67.4%	59.1%	



Graduation Rates for Minority Students (Full-Time-Enrolled, First-Time Freshmen)

Based on the 2004 Consortium for Student Retention Data Exchange (CSRDE) Survey, **36.5%** of Fall 1998 full-time-enrolled, first-time freshmen graduated within six years. In contrast, the six-year graduation rate for Fall 1998 minority students was **27.5%**. Since 1990, six-year graduation rates for all full-time-enrolled, first-time freshmen have averaged **34.6%**; whereas, rates for minorities have averaged **22.3%**.

Six-Year Graduation Rates	Fall Cohorts									
	1990	1991	1992	1993	1994	1995	1996	1997	1998	
All Students	33.5%	29.6%	30.7%	34.3%	33.8%	37.8%	36.4%	39.1%	36.5%	
Minority Students	17.9%	19.1%	15.3%	19.7%	22.7%	21.6%	27.5%	29.3%	27.5%	



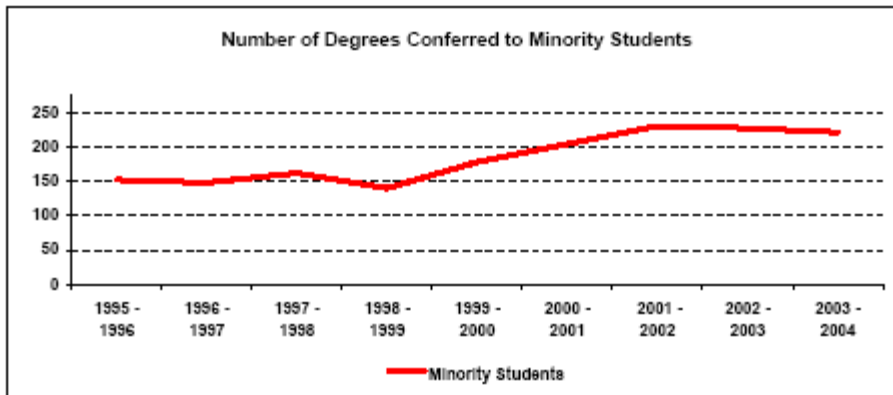
Analysis Prepared by The Office Of Institutional Research and Planning, <http://ip.astate.edu>



Degrees Conferred to Minority Students (Fiscal Year)

Based on the Fall 2004 IPEDS Completions Survey, **11.1%** of Fiscal Year 2003/2004 degrees conferred were awarded to students who classified themselves as minority. Since fiscal year 1995/1996, the proportion of the number of degrees conferred to minority students has averaged **9.9%**.

Number of Degree Conferred	Annual								
	1995 - 1996	1996 - 1997	1997 - 1998	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004
All Students	1,717	1,699	1,742	1,801	1,880	1,910	2,051	2,055	1,999
Minority Students	152	148	162	140	178	204	230	227	221
% Minority Students	8.9%	8.7%	9.3%	7.8%	9.5%	10.7%	11.2%	11.0%	11.1%



Application Rates for First-Time Freshmen Minority Students (Fall)

Based on the 2004 OCR Applications, Acceptances, & Enrollments Reports, **67.9%** of Fall 2004 first-time freshman applicants that were admitted enrolled in the fall. Fall 2004, the rate of admitted-vs.-enrolled for minorities was **72.7%**. Since 1996, the average admitted-vs.-enrolled rate has been **81.6%** for all first-time freshmen; whereas, rates for minorities have averaged **79.6%**.

First-Time Freshmen Applications	Fall								
	1996	1997	1998	1999	2000	2001	2002	2003	2004
All Students									
Applied	2,486	2,577	2,640	2,713	2,641	2,757	2,823	3,088	3,171
Admitted	1,823	2,026	2,129	2,066	1,728	2,255	2,051	2,039	2,029
Enrolled	1,653	1,749	1,763	1,714	1,663	1,704	1,632	1,525	1,378
Minority Students									
Applied	436	447	530	595	534	538	605	672	835
Admitted	274	315	371	381	269	363	369	399	499
Enrolled	252	260	300	307	282	271	285	290	363



Application Rates for Undergraduate Transfer Minority Students (Fall)

Based on the 2004 OCR Applications, Acceptances, & Enrollments Reports, **81.2%** of Fall 2004 undergraduate transfer applicants that were admitted enrolled in the fall. Fall 2004, the rate of admitted-vs.-enrolled for minorities was **79.8%**. Since 1996, the average admitted-vs.-enrolled rate has been **84.2%** for all undergraduate transfers; whereas, rates for minorities have averaged **80.3%**.

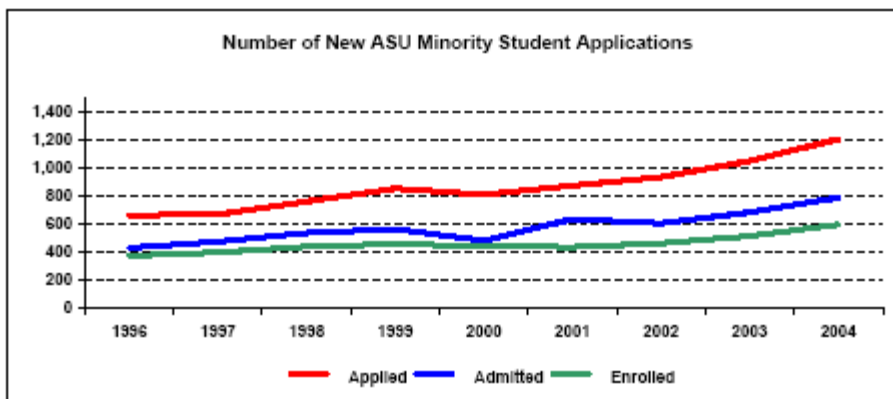
Undergraduate Transfer Applications	Fall									
	1996	1997	1998	1999	2000	2001	2002	2003	2004	
All Students										
Applied	1,272	1,267	1,257	1,270	1,166	1,362	1,284	1,377	1,372	
Admitted	999	1,068	1,033	1,033	845	1,163	992	1,083	1,091	
Enrolled	825	916	876	926	803	881	827	898	886	
Minority Students										
Applied	181	162	165	189	206	217	245	281	303	
Admitted	129	122	117	135	128	164	161	202	223	
Enrolled	101	102	98	114	120	109	124	163	178	



Application Rates for New Graduate Minority Students (Fall)

Based on the 2004 OCR Applications, Acceptances, & Enrollments Reports, **83.7%** of Fall 2004 new graduate student applicants that were admitted enrolled in the fall. Fall 2004, the rate of admitted-vs.-enrolled for minorities was **83.8%**. Since 1996, the average admitted-vs.-enrolled rate has been **76.7%** for all new graduate students; whereas, rates for minorities have averaged **74.7%**.

New Graduate Applications	Fall									
	1996	1997	1998	1999	2000	2001	2002	2003	2004	
All Students										
Applied	709	546	526	495	676	763	576	508	538	
Admitted	324	363	383	375	556	612	485	452	535	
Enrolled	266	313	321	314	339	399	376	356	448	
Minority Students										
Applied	47	60	67	71	72	119	86	98	68	
Admitted	30	39	50	49	66	91	77	84	68	
Enrolled	22	37	42	38	43	57	55	63	57	

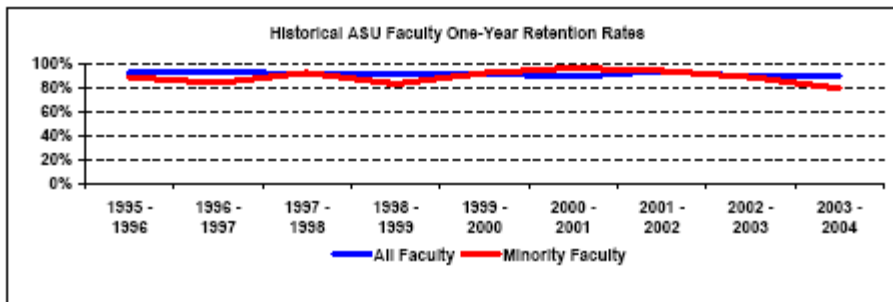


Analysis Prepared by The Office Of Institutional Research and Planning, <http://ip.astate.edu>

Retention Rates for Minority Faculty (Full-Time-Employed Faculty)

Based on Arkansas State University Human Resources information, **90.8%** of Fiscal Year (FY) 2003/2004 full-time faculty returned in FY 2004/2005. In contrast, the one-year retention rate for FY 2003/2004 minority faculty was **80.0%**. Since 1996, one-year retention rates for all full-time faculty have averaged **92.1%**; whereas, rates for minorities have averaged **89.5%**.

One-Year Retention Rate	Annual								
	1995 - 1996	1996 - 1997	1997 - 1998	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004
All Faculty	93.3%	93.4%	92.7%	92.3%	92.8%	89.7%	94.7%	89.6%	90.8%
Minority Faculty	89.3%	84.6%	93.1%	83.9%	92.9%	97.1%	94.7%	89.5%	80.0%



Retention Rates for Minority Staff (Full-Time-Employed Staff)

Based on Arkansas State University Human Resources information, **87.3%** of Fiscal Year (FY) 2003/2004 full-time staff returned in FY 2004/2005. In contrast, the one-year retention rate for FY 2003/2004 minority staff was **80.2%**. Since 1996, one-year retention rates for all full-time staff have averaged **86.3%**; whereas, rates for minorities have averaged **78.0%**.

One-Year Retention Rate	Annual								
	1995 - 1996	1996 - 1997	1997 - 1998	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004
All Staff	88.0%	90.4%	87.7%	88.2%	80.9%	81.8%	84.6%	88.0%	87.3%
Minority Staff	80.4%	77.1%	80.8%	81.1%	71.1%	72.1%	73.3%	85.9%	80.2%

