

**ARKANSAS STATE
UNIVERSITY**

**MINORITY RETENTION
PLAN PROGRESS REPORT**

JUNE 2012

Arkansas State University-Jonesboro 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-Jonesboro 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>

Questions or comments concerning
this document can be directed to:
Office of Diversity Initiatives
Arkansas State University
P.O. Box 179
State University, Arkansas 72467
Telephone: (870)972-2030
Fax:: (870)972-2036
E-Mail: diversity@astate.edu

ASU-JONESBORO PLAN TABLE OF CONTENTS

Table of Contents.....	3
ASU-Jonesboro Mission & Goals.....	4
Summary.....	5

ASU-JONESBORO MINORITY RETENTION PLAN

2011/2012 Report Goals, Updates, Objectives, Strategies, & Current Activities	
Students	7
Faculty	19
Staff	25

APPENDIXES

Appendix A - Act 1091 of 1999	31
Appendix B - Affirmative Action Policy.....	32
Appendix C – Diversity at Arkansas State University Preparing for our Second Century`	34
Appendix D – Unit Reports	54
Appendix E – Institutional Research: <i>Minority Progress Reports</i>	138

The university has extended its five-year diversity plan for an additional two years given the success Arkansas State University has enjoyed in the area of diversity under the current plan. Further, the university will be developing a new strategic plan in fall 2010 and the development of a new diversity plan will follow this process.

The university has a Senior Diversity Officer who monitors all progress of the minority retention plan and works throughout the campus to facilitate the attainment of all objectives within the plan. The plan is reviewed periodically by the Diversity Officer and information is shared throughout the campus community to provide campus units with data concerning their progress in this area. The university's Executive Council, which consists of the Chancellor, Provost, Vice Chancellors, and the Director of Athletics, dedicates an agenda item to diversity at every annual retreat of this group. The group reviews the university's progress in diversity for the most recent year while establishing goals and objectives for the following year. Additionally, progress towards these goals and objectives is monitored by this group throughout the year.

Periodically, the university conducts campus climate surveys to measure campus attitudes surrounding diversity initiatives and to assess the impact that various campus initiatives are having on faculty, staff, and students. Finally, the university benchmarks itself against other Arkansas universities, Southern Regional Education Board universities, and other universities throughout the nation to assess diversity progress in comparison to these peer institutions. Other assessment measures are outlined in the attached Diversity Strategic Plan. While the total dedicated budget for diversity initiatives is \$193,032, several thousand more is expended by the various campus units in advancing their individual/unit-based initiatives. These unit-based initiatives are set forth in Appendix D.

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 2011/2012 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, was implemented fall 2005. The Minority Retention Plan focuses exclusively on the progress of the 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, Quality Teaching Circle, Diversity Lecture Series, Monthly Diversity Panel Discussions: *Difficult Dialogues*, Freshman Mixer, Brother-2-Brother and Circle of Trust. The Office of Diversity has also added a Faculty Fellow to assist in meeting the needs of diversity faculty members throughout the campus.
- The percentage of full-time ASU employees who are minorities decreased from 15.6% to 14.6% in 2011, while the actual number of full-time minority employees has decreased by 10 to 227. Although the percentage declined in 2011, this decrease in percentage of full-time minority employees (14.6%) is still higher than the percentage for every year for the period of 2001-2008 with the exception of one year, 2002-2005, when the percentage was 14.6%. One female minority faculty member earned promotion to professor rank in 2012.
- Full-time, first-time minority students who returned to enroll during fall 2011 was 65.5%, an increase of 3.8% over the fall 2010 rate. The most recent six-year graduation rate for minority students was 26.5%, an increase of 5.7% over the prior year's percentage. Since the six-year graduation rate for minority students continues to lag behind the graduate rate for all students, the university will continue to conduct in-depth analyses of minority student achievement and develop strategies to address any negative trends in this area.

STUDENTS

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

Providing access to capable students continues to be a priority of Arkansas State University. Open-access policy continues to be the primary means of providing opportunities for all students to access knowledge and information. New academic standards for the university were implemented in the past few years. Starting in the fall of 2011, a composite ACT score of 19 and a 2.50 High School GPA was required to qualify for unconditional admission into the college. Two thousand and fifty-six (2,056) first-time minority freshmen and transfer students applied for admission, an increase of over 4.7% from the prior year's total. Nine hundred and eighty-six (986) were admitted, while 525 enrolled in fall 2011. Minority students comprised approximately 22.2% of the fall 2011 freshman class.

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 continue to be part of the Arkansas State University student retention effort:

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

The university continues its efforts 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. Fall 2011 saw the number of minority faculty members on campus decrease 1.3% from the prior year (77 individuals in fall 2010 to 76 individuals in fall 2011). Similarly, the number of minority staff members decreased by 5.6% (160 individuals in fall 2010 to 151 individuals in fall 2011). In fall 2011, minority employees accounted for 14.6% of the university's employment base. Minority employees accounted for 15.6% of the university's employment base in fall 2010.

B. First-Year Experience Seminars:

Making Connections, UC 1013, is a semester-long, three-credit course designed to assist entering first-year students with their transition from high school to college. Many high school students arrive unprepared for the expectations of college faculty, have not developed effective study skills, and are unfamiliar with college policies and procedures. This course is specifically designed to provide 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. Other topical coverage includes decision making, goal setting, planning, time management, and group team building skills. 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.

For the 2011-2012 academic year, 376 or 22% of the students enrolled in FYE met minority status. Out of the 376 minorities, a considerable number of 310, 82.4% earned a 2.00 at the end of the term.

AY FALL 2011	Number	Cumulative GPA > 2.00	Cumulative GPA > 2.00 % of Total
Minorities	376	310	82.4%
Non-Minorities	1,335	1,119	83.8%
Total	1,711	1,429	83.5%
% Minorities	22.0%	21.7%	

Overall the program boasts good results. The First Year Experience Advisory board tracks the academic persistence and success of program participants. A three-year study indicates a positive trend in the academic standing and persistence rates of students enrolled in the First Year Experience seminar.

FYE PROGRAM	2009	%	2010	%	2011	%
n =	1,884		1,706		1,711	
ACT	21.1		22.05		22.6	
Good Standing at close of term	1,508	80.04%	1,404	82.30%	1,422	83.11%
Academic probation at close of term	342	18.15%	277	16.24%	270	15.78%
Academic suspension at close of term	34	1.80%	25	1.47%	19	1.11%
FA to SP retention	1,599	84.87%	1,463	85.76%	1,416	82.76%
FA to SP attrition	285	15.13%	243	14.24%	295	17.24%
FA to FA retention	1,258	66.77%	1,177	68.99%		
FA to FA attrition	626	33.23%	529	31.01%		

Focus on Minority Success: Mentoring is the hallmark of the First Year Experience Program. Instructors attend workshops on at-risk identifying factors and appropriate follow up methods. Starting fall of 2012, First Year Experience Students will be embedded into the Early Alert System so that at-risk students experiencing difficulty will be quickly identified and reported to the FYE faculty.

C. Academic Success Institute and Right Start Program:

The First Year Studies department at Arkansas State University houses both the *Academic Success Institute* (ASI) and the *Right Start* (RS) Programs. These programs are designed to assist students who's ACT or other entrance scores require that they complete developmental courses upon entry into college. Students who have an ACT composite of 16 and a high school GPA of 2.30 are eligible. Students in both programs take the required developmental courses and UC 1013, Making Connections as listed previously. The UC 1013, Making Connections Seminar for ASI and RS students focuses heavily on study skills development and specific learning strategies to help participants be successful in their long-term studies at the university. In addition to instructional duties, the faculty in the ASI and RS programs provide individual

academic advising to students in their classes.

ASI/ Right Start

<u>Fall 2011</u>	GPA \geq 2.00		
	Number	GPA \geq 2.00	% of Total
Minorities	112	100	89.3%
Non-Minorities	122	96	78.7%
Total	234	196	83.8%
% Minorities	47.9%	51.0%	

Focus on Minority Success: The First Year Studies Department is currently seeking funding for a qualified minority academic advisor/counselor to work alongside the faculty of the Academic Success Institute to provide more intrusive outreach and guidance for program participants for 2011-2012.

D. Early Alert Program:

The *Early Alert Program* (EAP) is a centralized outreach and communication system in which faculty and campus community members can refer any student of concern to a core EAP team for academic follow up. Faculty members are encouraged to refer students based on poor class performance, attendance, or any general concern that cannot be resolved in the classroom. The Early Alert Program offers an easy to access electronic referral form located in the campus portal. Once a student is referred to the EAP system, the system automatically codes the referral with a designated attribute. The attribute helps EAP team members determine who is the most appropriate team member to provide the outreach and follow up for the referral. There were 123 reported situations of concerns by faculty for African American students to Early Alert System for Spring 2012. Of these 123 reported incidents, 30 students received an F or an FN (24.3%). Two students earned a grade of A in the referral classes, four students received a grade of B, 28 received a C in the class, and 19 received a grade of D. Forty students dropped the class, receiving a grade of W or WN (32.5%).

All students receive an automated email immediately upon a faculty submission. Students also received a phone call or email from an Early Alert Administrator who discussed options to modify the referral situation.

Focus on Minority Success: The attribute coding allows minority students who are involved in groups such as Brother-2-Brother or Circle of Trust to be quickly identified for outreach and intervention. More campus training and referral follow up is needed for this program.

E. Restart@astate.edu:

The *Restart@astate Program*, first implemented fall 2000, is an intervention program for students placed on a first academic suspension from Arkansas State University. Students suspended for a first academic suspension can continue to attend ASU, under a strict set criteria, during the suspended term. Those who wish to continue enrollment at ASU under these terms

must sign a formal agreement requiring among other criteria successful completion of the term (minimum of 2.0 for the semester). The primary intervention component is mandatory participation in the Restart Seminar which is 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 in all classes; 3) adhere to the freshman/sophomore level attendance policy; and, 4) enroll in no more than 14 semester hours including the Restart Seminar (one credit).

The successful completion of a 2.00 or higher for minority students was 50.0% combined for the fall and spring terms as noted below.

UC 1001 -Restart

AY 2011-2012	Number	Cumulative GPA >2.00	Cumulative GPA >2.00 % of Total
Minorities	36	18	50.0%
Non-Minorities	82	39	47.6%
Total	118	57	48.3%
% Minorities	30.5%	31.6%	

Focus on Minority Success: The Restart program works closely with each student to ensure each makes wise decisions to get back on a successful academic path. Knowing that programs such as Restart and College Choice rely heavily on mentoring relationships, the Advising Center strives to include a diverse staff membership, representing both minority and gender differences. This commitment provides students with faculty/advisors who represent the students served through the center.

F. Student Support Services:

Student Support Services (SSS) is a comprehensive program designed to promote the retention and academic success of program participants. 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 and/or be aging out of the foster care system and/or be documented homeless.

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. The program hopes to accomplish this goal by providing a myriad of services for program participants. These services, which are free to participants, are inclusive of: one on one, drop-in, and group tutoring, academic advising, counseling, mentoring, workshops, supplemental instruction, and cultural enrichment trips.

Ethnicity Detail

Hispanic	American Indian / Alaskan Native	Asian	Black or African American	Native Hawaiian / Other Pacific Islander	White	More than one race reported
8	0	0	112	0	63	4

Note: For clarity ethnicity is self-reported by each individual participant and is not assumed by the SSS Program.

Academic Standing

	Number(s)	Cumulative GPA \geq 2.0	Cumulative GPA \geq 2.0 % Total
Ethnic Minority	124	120	96.7%
Non-ethnic Minority	63	61	96.8%
Total	187	181	96.7%
Percentage of Minority	66.3%	66.3%	

Learning Support Services:

Learning Support Services provides an array of academic assistance programs for most general education and high-risk courses. The Learning Center assists students who are truly struggling in their coursework, students who simply lack confidence in their learning skills or performance, as well as academically self-assured students who are processing their understanding of course concepts. The center is available for all students enrolled in ASU Jonesboro courses from developmental to honors. There are three main programs offered by the Learning Support Center.

The **Learning Support Center (LSC)** offers drop-in peer one-on-one and small group tutoring in almost all ASU-J 1000 and 2000 level general education courses as well as some upper-division core courses. **Supplemental Instruction (SI)** is an academic support program that targets ASU's "high risk" courses by providing voluntary, organized, peer-led study sessions. **Structured Learning Assistance (SLA)** is an academic support program that likewise targets some of ASU's "high risk" courses similar to SI. However, this program takes academic support one step further by building the SLA workshop times directly into students' schedules. This way, all students registered into the SLA section attend the help sessions. Learning Support Services served 255 or 85.9% students who met minority status for the 2011-2012 academic term.

LSS 2011-2012	Number	Cumulative GPA > 2.00	Cumulative GPA > 2.00 % of Total
Minorities	297	255	85.9%
Non-minorities	521	442	84.8%
Total	818	697	85.2%
% Minorities	36.3%	36.6%	

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. Community Leaders Luncheon

The Associate Vice Chancellor worked with African American ministers in Jonesboro on the Dr. Martin L. King, Jr. program and networking for ASU. A luncheon was held with the ministers on the campus to maintain relationships with community leaders and to solicit their continued support in the recruitment of students. Approximately ten (10) ministers, spouses, and guests attended a function which was held on November 7, 2011 (total attendance 32; cost \$826.77).

B. The Thompson Minority Scholarship Program

The Thompson Minority Scholarship Program awards scholarships to incoming African American freshmen and currently enrolled African American students. It also provides funding to help support the efforts of the Strong-Turner Alumni Association. Five (5) incoming freshmen and five (5) currently enrolled students were awarded a total of \$20,000 in 2011-12. Each student received \$1,000 for the fall and \$1,000 for the spring semester.

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

C. The Minority Teacher Scholars Program (MTSP)

The Minority Teacher Scholars Program (MTSP) provided forgivable loans to African-American, Asian American, Native American, and Hispanic students attending Arkansas higher education institutions with approved teacher education programs. These students could be awarded a maximum of \$5,000 for the academic year. The last of these applicants (4 students) from ASU were awarded during the fall 10/spring 11. Unfortunately, the Minority Teacher Scholars Program (MTSP) has changed from loan forgiveness to loan repayment; so technically, the MTSP is no longer available.

D. The Arkansas Geographical Critical Needs Minority Teacher Scholarship Program

The Arkansas Geographical Critical Needs Minority Teacher Scholarship Program is designed to provide scholarships to students attending public or private institutions of higher education in the State of Arkansas with approved teacher education programs. This scholarship is awarded by the University of Arkansas at Pine Bluff for a maximum of four (4) academic years or until such time as they have completed certification requirements. These students may or may not have passed the Praxis I exam. Scholars receive \$1,500 for the academic year and/or \$750 per semester. This year we had 21 students who were awarded the Arkansas Geographical Critical Needs Minority Teacher Scholarship.

E. Recruitment Brochure

A recruitment brochure specifically targeting minority students is part of the Admissions mail flow each year. Recruitment materials highlight programs, activities, and information to ensure a look that is inviting to students of color. This effort targets print and electronic materials, both of which are updated periodically.

F. 3.0 Freshman and Scholars Program

This event traditionally recognizes African American students who have maintained a 3.0 cumulative grade point average. The Strong-Turner Alumni Chapter of the ASU Alumni Association started the program over twenty years ago to recognize the academic accomplishments of students who have performed well on the ASU campus. In recent years, S-TAC has partnered with the Office of Multicultural Affairs in co-hosting this event. The purposes are 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 visibility of minority student accomplishments during Convocation of Scholars week. Over 250 students attended the event in spring 2012 while 400 were eligible to be recognized and invited to attend.

G. “Back to School” Day

The university has partnered with the Delta Sigma Theta sorority to provide an educational venue for African American high school students and their parents in preparation for the start of a new school year. During the academic year 2010-2011, this event served over 52 high school minority students and 16 parents. The program provides educational and motivational sessions for students and parents to prepare them for the upcoming school year. Topics include self-esteem, importance of the ACT test, reasons to avoid the legal system, and answers to parent questions. The goal is to reduce the number of incidents in schools and improve the students' motivation to succeed.

H. Arkansas Single Parent Scholarship Fund

This scholarship provides single parent students with a scholarship along with guidance for retaining the award. This year approximately 60 percent of students awarded were minority single parents.

Goal 3. Creating a Welcoming Environment for Minority Students

A. The Multicultural Center

The mission of the Multicultural Center is to provide educational, cultural, and social programs and initiatives that support student success for all students with specific concentration on minority and underrepresented student populations. As part of its vision, the center strives to sustain an inclusive campus environment that values and respects all members of the university community. All services provided by the center are designed to support in the recruitment, retention, and graduation of minority and underrepresented student populations.

B. Multicultural Center Meet and Greet

The annual Fall Explosion (hosted by the Black Student Association) was cancelled in fall 2011 due to weather. The students opted to not reschedule the event. In addition, the Freshman Mixer was not hosted this past year. The Multicultural Center Meet and Greet hosted in September was inclusive of this student population.

C. Residence Assistant 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.

Goal 4: Provide Leadership Development and Campus Involvement Activities

A. Student Government Association:

The diversity efforts of the Student Government Association (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.

B. Action Fund:

The Student Government Association Action Fund is designed to support student organizations by awarding money for sponsored events, conferences, or other student organization functions. This fund allows students an opportunity to plan and implement social and educational programming for students on campus.

C. Leadership Center:

The Leadership Center is committed to the development of the holistic student by providing opportunities to obtain excellence through involvement, service learning, leadership, and appreciation for diversity.

D. Student Activities Board:

The Student Activities Board (SAB) works closely with the International Student Association and the Office of Multicultural Affairs to provide a diverse series of programming for all students. Events include Multicultural Thanksgiving Dinner, Martin Luther King, Jr. Remembrance Week, and Multicultural Week. The object of this board is to educate the student body through diverse programming. This board has served over 2,000 minority faculty, staff and students.

E. Student Union:

Student organizations are assigned office space within the Student Union to use for meetings, work space, and as a study area. Each office is equipped with a computer, phone, and office furniture. Ten of the twelve office spaces are assigned to minority student organizations. This provides student organizations with a central meeting area on campus.

F. Speaker Series:

The Office of Diversity provided funding support to the following Lecture-Concert Committee Programs:

Parker String Quartet, February 13, 2012, Fowler Center's Riceland Hall

Zahra Billoo Residency, February 22-23, 2012, multiple venues

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

A. Black History Month:

A collaborative effort among various student organizations sponsored the 2012 Black History Month. Events included:

- A wonderful fellowship with the Strong-Turner Alumni Association at its Annual Soul Food Dinner; and
- a keynote address from Judge Glenda Hatchett, of the Judge Hatchett syndicated television show.

Black History Month Celebration is designed to bring awareness to the community about the importance of remembering our nation's entire history by hosting our annual Black History

Month March. The month long celebration featured a civil rights reflection series that focused on the civil rights struggle in Arkansas. Activities provided the university community with a comprehensive observation of African American history, created open dialogue about African Americans on the ASU campus, and served as a educational, social, and recreation tool. An estimated 2,000 minority and non-minority students, faculty, and staff attended the month long series of events.

B. Rev. Martin Luther King, Jr. Week 2012:

In spring 2012, the university continued hosting the annual community-wide celebration of Martin Luther King Day. The event had over 1,000 participants and serves as an opportunity to encourage everyone to play their part in supporting Dr. King's legacy. Martin Luther King, Jr. Week activities served to commemorate the life and the legacy of Martin Luther King, Jr. 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.

The week-long event brought awareness to the campus, promoted involvement, and togetherness. ASU was made more visible in the community as being a forerunner in the quest and legacy of Dr. King, and served as an aid in bridging ethnic divides. A large number of students participated in the Alpha Phi Alpha March and the MLK Day of Service.

C. Hispanic Heritage Week:

The university did not host a Hispanic Heritage Week in 2011-12. However, several events were held that targeted Hispanic and Latinos (See "Student Affairs Retention Report" in Appendix D). A comprehensive Hispanic Heritage Week is planned for the 2012-2013 academic year.

D. Multicultural Week:

The purpose of Multicultural Week is to increase awareness of different cultures around the world. The Student Activities Board planned and implemented Cultural Week. All students were invited to attend the following events: Cultural Week Kick-Off with cultural exhibits by international students/various multicultural organizations, Fashion Show showcasing International dance and clothing, Beach Party at the WOLF Center and Dance Night featuring Bollywood, Salsa, and Bellydancing.

E. Delta Blues Symposium:

The eighteenth annual Delta Symposium featured an outstanding Friday morning panel with a number of African American speakers from around the state. The College of Humanities and Social Sciences has already assembled a committee of scholars to work on the 2013 symposium.

F. Soul Food Dinner:

The Soul Food Dinner is a community potluck, where over 500 individuals from all ethnic backgrounds participate. Everyone prepares and brings a favorite dish. This is a longstanding part of the Strong-Turner Alumni Chapter of the Arkansas State University Alumni Association's operating history and tradition at ASU. Traditionally, these potlucks are held to

welcome special visitors and new faculty and to sustain links with the larger Jonesboro community.

G. International Student Mixer/Reception:

The International Student Mixer was a collaborative effort between International Programs, Academic Affairs, and Student Affairs. The International Student Mixer/Reception assists International students with making the transition to Arkansas State University in a relaxing and student-friendly environment. The event was the kick-off of Multicultural Week. The attendees were provided with games, food, and door prizes. There were roughly 125 participants that attended this event.

H. World AIDS Day Conference:

The conference is designed to increase awareness of the impact of HIV/AIDS in rural communities, especially in northeast Arkansas. The conference serves as a foundation for future research, investigating the relationship between HIV knowledge and HIV stigma, substance abuse, and sexual risk behaviors. The third annual conference was held in December 2011 and drew attendees from throughout the region and state.

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 Coordinator 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 works to identify and extend personal contacts to qualified minority candidates to assure them of Arkansas State University's commitment to diversity.

- The university continues to employ a web-based employment process which makes it easier for individuals to apply for positions and to track applicant data.

1.1.3 Extend competitive offers to qualified minority candidates.

- Eighteen (18) classified and six (6) non-classified staff positions were filled by minority candidates during the 2011-2012 academic year. One (1) faculty position was filled by a minority candidate.

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.
- Three individuals have been supported in their pursuit of a doctoral degree during the fall 2009 semester and completed coursework by spring 2011. One returned to the faculty in fall 2011 and is continuing work toward the completion of her degree. Another tenured faculty member was awarded a full-time release for fall 2011 to work on completion of a book.
- 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 minority faculty

members in presenting papers at academic conferences in support of their efforts to gain tenure and promotion.

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

- The Office of Diversity sponsored four sessions of the Quality Teaching Circle and Learning Initiative in 2011-2012. 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. All four 1.5 hour-long seminars averaged 25 faculty members each.

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 annually to ensure, to the extent possible, diverse representation exists in committees.

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.

- The College of Science and Mathematics had one prospect identified but unfortunately it failed to materialize. The sole purpose of this initiative is designed 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 continues to utilize the Strategic Hiring Fund Initiative which was introduced 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.

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 to 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.

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.

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, 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 Annual Diversity Excellence Awards featured Mr. Scott Shirey, KIPP Delta Founder and Executive Director.
- Members of the campus community sponsored, supported, or organized the following: (1) The 2011 Hispanic May Celebration; (2) Multicultural Week; (3) Black History Month; and (4) 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 entire 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 campus diversity officer and the diversity faculty fellow oversee the assessment process and make programmatic and other structural changes as deemed necessary.

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 Coordinator for Diversity Initiatives works with all search committees to identify and recruit minority applicants.
 - 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.
- Eighteen (18) classified and six (6) non-classified staff positions were

filled by minority candidates during the 2011-2012 academic year. One (1) faculty position was filled by a minority candidate as well.

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

Strategies & Current Activities:

2.2.1 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.

2.2.2 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 Direct resources toward recruitment efforts to attract qualified minority staff in highly competitive functions and services.

- Strategic Hiring Fund.
- 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.

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 Senior Associate Vice Chancellor of Academic Affairs and Research 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.
 - 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 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 2012 Hispanic May Celebration; (2) Multicultural Week; (3) Black History Month and (4) Martin Luther King 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 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 chancellors, 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.

APPENDIX C

DIVERSITY AT ARKANSAS STATE UNIVERSITY PREPARING FOR OUR SECOND CENTURY – A TIME FOR INCLUSION

- I. The Meaning of Diversity
- II. Arkansas State University's Diversity Rationale
- III. Prerequisites for Success
- IV. Vision and Mission Statements
- V. The Process of Achieving Diversity
- VI. Measures Utilized to Assess Success
- VII. Accountability Measures

I. THE MEANING OF DIVERSITY

Diversity is the continuous process embracing the ideal of inclusion by accepting each person as an equal and valued member of the university community.

II. THE DIVERSITY RATIONALE

Many rationales exist for embracing diversity as an integral component of academe and its pursuit of knowledge and excellence. Arkansas State University recognizes these rationales and rests the foundation of diversity upon two factors: (1) Diversity is good for higher education and (2) Diversity is simply the right thing to do.

Democratic Rationale

Arkansas State University's responsibilities in an American democracy require a dedication to the principles of equality, equity, and social justice. This social and political imperative demands the creation of an educational environment in which people of all races, ethnicities, colors, genders, religions, social-economic classes, ages, and sexual orientations be afforded an equitable opportunity to succeed in life. This is an essential part of America's continuing quest to respect the diverse nature of American society, while also overcoming the obstacles that all too often impede that quest. The democratic responsibilities of Arkansas State University also demand that the students it serves be given the opportunity to effectively participate in a diverse democratic society. Our American democracy requires its public institutions of higher learning to help create future citizens who can effectively participate in problem solving and ethical decision making that relates to the diverse nature of society. This can only be done where a diverse setting exists, and where respect and understanding is nurtured between all individuals and groups.

The Educational Rationale

The quest for knowledge is central to the very existence of Arkansas State University and universities in general. While portions of knowledge may be attained in various segments of the university and society, the fullness of knowledge can only be obtained when people of all races, ethnicities, colors, genders, religions, socio-economic statuses are free to gather and exchange their life's experiences, problem solving skills, methods and styles of communications, values, beliefs, and ways of thinking and learning in an environment that encourages the presence and participation of all who desire to be affiliated with the academy.

Achieving this fullness of knowledge begins with recognizing that no single people group, personality, discipline or trade is the caretaker of all knowledge or life experiences. Rather, the pursuit and sharing of knowledge requires the presence, and meaningful participation, of those who may contribute their unique qualities and experiences to this constantly changing mosaic we call diversity. As one writer noted:

Diversity is essential for excellence. Through diversity, the knowledge base that serves as the foundation of the academy becomes richer, more accurate, and more nuanced. Diversity also encourages a deeper understanding of students and the ways in which their complex and dynamic identities influence what they learn and how they learn it. In these ways, diversity drives higher education toward excellence in teaching and learning. (McTighe, et. al., 1999).

Moral Rationale

Arkansas State University is uniquely situated given its immediate access to significant populations of students who come from predominately white and predominately black school districts and counties that represent some of the most economically disadvantaged communities in the United States, if not the world. The suburban and urban populations of the Memphis metropolitan area add yet another dynamic/factor/element to this mix/equation. While the demographics of the state of Arkansas reflect a population that is approximately 77% white and 15.4% black and 7.6% consisting of other minorities. (Source, U.S. Bureau of Census 2010 Estimates) It is important to note that the broadly-defined Delta Region, a major component of ASU's service area, has a Black population of 24.7%.

The country and the world do not reflect these localized demographics and the incorrect views of the world and people they may produce. Therefore, it is imperative that the university strive to create a campus environment that accurately reflects the world in which our students will live, learn and lead. As the world continues to become more diverse and interdependent, the marketplace is demanding that universities produce students who have the skills to lead, work with or be governed by those who may differ from them. (See, Amicus Curiae Briefs filed on behalf of the Univ. of Michigan).

Specifically, all students have a right to see a consistent and meaningful reflection of themselves, and of those from whom they differ, in the people, programs and activities of Arkansas State University. This reflection should be contained in the faculty, staff, student body and in all of the programs of Arkansas State University. ASU students must have continuous exposure to other cultures, racial and ethnic groups and the unique contributions this brings to understanding and problem solving. While all staff and faculty are expected to serve as positive models for our students, the fact remains that many minority students, and students in general, are drawn to those with whom they feel familiar and comfortable.

Finally, diversity is simply the right thing to do. In a world where equality and equal opportunity continue to exclude the disenfranchised, a commitment to diversity recognizes that equality, equal opportunity and even social justice simply do not happen absent an institutional and personal commitment to include everyone in all facets of academia. After all, diversity at its core is simply about inclusion and exclusion. It is an understanding of why we choose to include certain people, ideas, methodologies, paradigms and practices while simultaneously, systematically and sometimes, unconsciously excluding others.

III. PREREQUISITE FOR SUCCESS

Successful and enduring diversity can only exist when certain factors and understandings exist on a campus. These prerequisites for success include the following:

- A. The university must continue to make a significant financial commitment and investment in people and programs, most notably in the areas of faculty recruitment and the academic development of minority students.
- B. An understanding must exist that the challenges surrounding the issue of diversity must be shared, and met, by all campus members. It cannot be the responsibility of a limited number of campus participants.
- C. Diversity does not simply happen. Rather, it is the result of coordinated and sustained efforts of all members of the campus community. It requires that the university be innovative and willing to take perceived risks and implement different strategies to build and sustain diversity throughout the campus.
- D. All campus members must be willing, to some degree, to embrace different people, ideas and methods in significant and meaningful ways throughout the campus community.

IV. VISION AND MISSION STATEMENTS

Vision Statement

ASU will be *known* for its commitment to diversity as evidenced by its inclusive work and learning environments, its acceptance of differences as positive and enriching, and its ability to attract, retain and advance a *diverse* faculty, staff and student body.

ASU will have an environment where anyone, no matter who they are, will see a consistent reflection of themselves on the campus and in its activities. They will feel comfortable, welcomed, and as if they belong at ASU.

Mission Statement

The Diversity Taskforce facilitates the process of embracing inclusion for ASU by educating the campus on diversity and its benefits thereby enhancing the learning and work environments and enabling all campus members to become more productive global citizens.

V. THE PROCESS FOR ACHIEVING DIVERSITY

A. Structural Diversity

Structural diversity refers to numerical and proportional representation of students, faculty and staff from different racial/ethnic groups throughout the university, including its programs and activities. (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, 1999). This level of diversity will be achieved via the following goal:

RECRUITMENT:

GOAL #1 – The faculty and staff composition at Arkansas State University shall reflect the demographics of the student body.

Action Plan:

1. The university must continue to monitor the student/faculty ratio as they relate to gender and ethnicity. According to the fall 2011 IPEDS Fall Enrollment Survey, minorities accounted for 19.4% of the enrollment base. African Americans were the largest ethnic minority group accounting for 15.3% of the total enrollment base. Conversely, of the 485 total full-time faculty, only 14.4% are minority with only 6.4% African American, 6.0% Asian and 2.1% classified as Hispanic, Native American or two or more races. From a student access standpoint, this equates to student-faculty ratios of 30:1 for ethnicities classified as other, 25:1 for whites and 69:1 for blacks. Goals for minority faculty recruitment must always consider the following: (1) Retirement and Attrition of minority faculty members; (2) The number of total faculty may continue to grow; and (3) The student body may continue to grow. Combined, this produces a “moving” target that the university must strive to meet.
2. The university must support a ten-year process for strategic hires in selected departments with an emphasis on departments where there are no African American, Latino, or female faculty members.
 - i. Additional faculty lines must be created to support and sustain this strategic hiring initiative.
 - ii. The university will initiate a formal “Grow-Your-Own” program whereby promising minorities are provided financial support as they pursue terminal degrees.

- iii. Implement and fund Pre-doctoral Teaching Fellowships for Minority Scholars.
- 3. The search and selection process must be continuously monitored to ensure potential minority employees are treated fairly and equitably throughout the search and selection process.
- 4. The campus community and search committees must be continuously educated on how to conduct searches that will attract more diverse applicants into each position pool.
- 5. Review and modify the Search and Selection Plan on an annual basis to assess effectiveness of the process and allow input from the various constituent groups.

RETENTION AND DEVELOPMENT:

GOAL No. 1: Create and maintain an environment on the ASU environment that makes it a desirable place for minorities to work and develop professionally.

Action Plan:

- 1. Develop and recognize best practices in creating and maintaining a welcoming environment for minority faculty, staff, and students.
- 2. Engage in intentional activities to maintain a welcome environment and to combat the “chilly climate” that may be experienced by female and minority faculty members.
- 3. Assign mentors to all minority faculty and staff members who are new to the university or to their current position.
- 4. Create friendly and honest peer evaluation groups to help assess the job performance of minority employees.
- 5. Continuous individual meetings between faculty and department chairs to review teaching evaluations, research progress, PRT progress, and conduct yearly goal setting with interim reporting.
- 6. Provide opportunities for minority faculty and staff to assess their satisfaction with the work environment and their development as a professional.
- 7. Conduct an institutional climate review every three years.
- 8. Conduct exit interviews with persons who transfer to other departments or leave the university altogether. Emphasis should be placed on ascertaining why individuals felt compelled to seek employment elsewhere.
- 9. Encourage and support faculty in their pursuit of research that may fall outside of the traditional realms of research.
- 10. Determine the role that service to students, the campus, and the community will have in the reward systems for faculty and staff, especially for those who advise and mentor significant numbers of students.

11. Monitor departmental interactions to ensure that all faculty have an opportunity to participate in all formal and informal departmental functions.
12. Define ombudsman and determine how to incorporate an ombudsman into the employment/grievance process.
13. Provide continuing education for the ASU faculty and staff populations on diversity employment and retention issues.
14. Ensure proper representation of minorities and women on all university committees, panels, taskforces, etc. Particular care should be given to all selections or appointments that result in recommendations or decisions that will impact the work environment.
15. Annually disseminate data regarding Ph.D. and M.A./M.S. production by race/gender across fields to identify those areas where special efforts might be needed. Such data will come from The American Council on Education's annual status report on Minorities in Higher Education, and the annual *Survey of Earned Doctorates* compiled by the National Science Foundation, the National Institutes of Health, the U.S. Department of Education, The National Endowment for the Humanities, the U.S. Department of Agriculture, and the National Aeronautics and Space Administration.

B. Diversity-Related Initiatives

GOAL: *Introduce Initiatives to the Campus that will Encourage Understanding of Diversity, Build Support for an Inclusive Environment and Create Opportunities for Diversity Dialogue.*

STRATEGY: Celebrate diversity by recognizing and rewarding diversity-based research and the development of programs that contribute to the overall objectives of diversity.

Action Plan:

1. Diversity Excellence Award –The purpose of this award is to encourage excellence through diversity in academic departments by recognizing those departments that exhibit the highest commitment to excellence through diversity with an emphasis on recognizing best practices that are sustainable.
2. Diversity Pilots Program – Provides mini-grants to pilot new diversity initiatives throughout the staff and student body. The goal of the program is to empower and encourage campus members to become actively involved in diversity initiatives.
3. Quality Teaching Circle –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.

4. Strategic Hiring Fund – Provides recruitment and retention assistance by helping fund the first-year salary of certain high-priority minority or female faculty and staff hires.
5. Diversity Conversation Series (Discussions in Diversity) – The goal of this initiative is to encourage small group diversity-based dialogue throughout the campus on a consistent basis.
6. Diversity Incentive Grants Program – Monetary grants are to be provided to faculty and staff members to pursue diversity-related research, create diversity-based courses or infuse diversity into existing courses. Additionally, grants are to be provided to staff members to engage in initiatives designed to improve workplace climates.
7. Diversity Speaker Series –This series will formally introduce diversity dialogue to the campus by inviting presentations from national, regional, and local speakers.
8. Quality Learning Circle –The purpose of this initiative is to promote excellence in learning among minority students by creating positive environments for students to learn from faculty members and other students in non-classroom settings. Additionally, students will receive the guidance, encouragement and support to become higher academic achievers.
9. ASU Diversity Education Initiative – The goal of this initiative is to educate all members of the campus community on diversity sensitivity and awareness issues and to equip all with the skills to navigate and manage across difference.
10. Student Incentive Grants –The goal of this initiative is to encourage students to work together by funding collaborative proposals that help impart the university’s commitment to diversity throughout the student body.

DIVERSITY AND THE STUDENT BODY

Minority Student Outreach, Recruitment, Retention and Academic Performance:

Arkansas State University has the potential to recruit significantly larger numbers of minority students, specifically African Americans and Hispanics. There are many counties and school districts with majority-minority populations within driving distance to the university. Additionally, the growth projections for the Hispanic community will present significant opportunities to recruit Hispanic students for Northeast Arkansas and from the rapidly growing Memphis Metropolitan area. A combination of effective outreach and persistent recruitment will be required to position the university to take advantage of its unique geographic location.

While the university continues to make progress in improving overall student academic performance, minority students, specifically African American male students continue to achieve far lower levels of academic success. In fact, the sub-par academic performance of African American males at ASU is very alarming and has reached a crisis level. The following table highlights a comparison of graduation rates among various segments of the student body.

ASU STUDENT GRADUATION RATES (SIS Student Enrollment Information)

	African American Male	African American Females	White American Male	White American Female	All Full-Time First-Time Freshmen
Graduated within 4 yrs.	9.0%	20.6%	21.9%	32.6%	25.0%
Graduated within 5 yrs.	18.8%	24.5%	37.3%	45.3%	37.0%
Graduated within 6 yrs.	23.9%	27.2%	42.9%	46.5%	40.2%

African American student retention is another issue that must be addressed by the university. The most recent 1st to 2nd year retention rates reflect a decrease in the retention of African American males, and the rate for African American females reflect a slight increase from the previous year. The 2nd to 3rd year retention rates for African American Males increased in the past year. The 3rd to 4th year retention rates for African American males declined and continue to lag behind those of other student groups.

The goals and strategies outlined below must be attained if the university is to experience sustained long-term growth and be viewed as a college of choice for minorities as America continues its transformation into a multicultural and multiethnic society devoid of a majority group. A key component of addressing the academic improvement of minority students centers around the creation of an academic mentor/advisor position whose primary function will be to develop, implement, and coordinate initiatives, programs and university functions and services to improve the academic performance of minority students with particular emphasis placed on African American males. Specific goals and initiatives are contained in the following table:

Minority Student Recruitment and Retention Goals and Strategies				
Goal 1: Recruit and enroll greater numbers of students from underrepresented groups to create a truly diverse community of students that reflects both our multicultural society and individual differences, and encourage partnerships that build educational pipelines by reaching children and their parents at an earlier age.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (PERSON/COMMITTEE/UNIT)	COMPLETION DATE
Collect and track ethnicity data on inquiries as well as applications, admits, and matriculants.	Examine current data for any limitations and adjust as necessary		VCSA, VCAA, IRP, Admissions, Graduate School	
Ensure admitting process	Evaluate current		VCSA, VCAA, Admissions,	

is culturally sensitive.	admission policies.		Graduate School	
Clearly show support of Native Americans, Latino, Asian American, and international students.	Expand the focus of Multicultural Student Affairs		VCSA, DI	
Have minority students be the recruitment tools in their hometown areas.	Develop a program		VCSA, VCAA, VCUA	
Have programs to learn about different cultures.	Establish a multicultural center	Completed.	Chancellor, VCSA	
Collect lists of potential underrepresented students.	Explore the possibility of buying lists		VCSA, VCAA	
Continue to provide support for ongoing initiatives.	Link faculty with high school counselors, cultivate relationships with elementary and middle school children, and work with university area feeder schools		VCAA	
Develop a plan of communication.	Communicate with junior high school students during career-development portion of their curriculum		VCSA, VCAA	
Develop recruitment strategies for academic programs.	Provide competitions, camps, or conferences to attract young minority students		VCAA, ATHLETICS, DI	
Enhance relationships with high school counselors, especially those who work in schools with high percentages of students of color.	Bring to campus small group counselors to meet students, administrators, and tour facilities		VCSA	
Utilize a counselor advisory group.	Develop a counselor advisor group		VCSA	
Sponsor a greater number of on-campus opportunities.	Provide over-night visits for potential minority students and their families		VCSA, VCAA, VCUA, DI, ATHLETICS	
Bring more students from underrepresented groups to campus.	Design more programs, events, and tours of facilities		VCSA, VCAA	
Introduce a high concentration of minorities to ASU and its array of programs and opportunities.	Initiate a Leadership Development Outreach Program for deans, chairs, and faculty to visit targeted institutions (e.g. high schools, churches, military)		VCAA	

Develop off-campus professional outreach programs to serve a statewide audience.	Identify the best positioned units and programs to deliver outreach programs		VCAA, VCSA, VCUA, DI	
Establish registered student organizations.	Develop organizations for Native Americans, Asian Americans, and Latino students.		VCSA, VCAA, DI	
Ensure ASU is in compliance with ADA and ADAAG Regulations.	Director of Office for Students with Disabilities will take a proactive approach with Finance and Administration to ensure compliance.		VCSA, VCFA	
Enhance the college exploration process for low-income and first-generation youth.	Use the Educational Talent Search Program and the National Youth Sports Program for enhancement.		VCSA, ATHLETICS, VCAA	
Implement additional admissions outreach strategies.	Hire two undergraduate and graduate recruiters to aid in outreach strategies		VCSA, VCAA	
Increase the number of employees from underrepresented groups whose dependents apply to undergraduate programs.	Develop and enhance relationships with local corporations		VCSA, VCFA, VCAA	
Serve as a bridge between current students and graduates.	Increase support for alumni associations of underrepresented groups		VCUA, DI	
Establish linkages and relationships with school districts comprised of high Latino student concentrations.	Linkages and relationships need to be established with Hispanic-serving institutions and relationships developed with Arkansas towns, cities, and school districts that have high concentrations of Latino students		DI, VCAA	
Increase weekend, evening, and distance learning courses being offered.	Evaluate the supply, demand, and feasibility of offerings to target minority populations		VCAA, VCSA	
Promote university events for 10 th and 11 th grade and middle school students.	Create and fund marketing tools such as a multicultural brochure, video, and website		VCSA, VCUA	

Enhance the campus-wide plan for recruiting students from underrepresented groups.	Increase the region of travel and secure institutional membership in key academic minority organizations		VCSA, VCAA, DI	
Expand the university visitation programs.	Include regular visits from targeted constituent groups (i.e. McNair Scholars, Honors Programs, and National Merit Students)		VCAA	
Recruit minority students to specific majors.	Work with academic colleges to develop departmental and college level plans		VCAA	
Target African American students in counties where there are high concentrations of minority students.	Submit an Upward Bound Math/Science grant proposal to the Department of Education		VCAA	
Create a directory for targeting underrepresented groups.	Develop a directory of all services available.		VCSA	
Implement additional diversity training on campus.	Include diversity training as a part of the preparedness programming for orientation leaders, campus ambassadors, resident assistants, and other student groups representing the campus		VCSA, DI	
Target Asian Americans from the Central Arkansas region.	Create a recruitment plan		VCSA	
Expand “Discover Diversity Through You” Initiative.	Provide transportation for overnight trips to central, southeast, eastern, and northeast Arkansas		VCSA, DI	
Involve the Parent Association more aggressively.	Recruit parents of currently enrolled minority students to share testimonials and serve as partners; work with Alumni		CHANCELLOR, VCSA	

Goal 2: Increase the institution’s graduation and retention rates by developing specific programs for underrepresented groups below the institutional average.

STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (PERSON/COMMITTEE/UNIT)	COMPLETION DATE
Provide interactive classroom environment, leadership development opportunities, meaningful community service, part-time employment on campus, orientation to student services, and form relationships with faculty, staff, and other students.	Establish a six-week summer residential institute for high school seniors who will be attending ASU in the coming fall semester		VCSA, VCAA	
Provide computer-based and self-paced remedial/developmental instruction for all ASU student-learners who require it.	Develop a “learning center” staffed with CESL instructors and graduate assistants		VCAA	
Provide short course offerings on selected topics related to diversity as encountered in the workplace, US Society, or other cultures.	Develop a Horizons Program for ASU juniors and seniors		VCAA, DI	
Provide a campus laboratory for the development of leaders for the 21 st century.	Create a Leadership Institute providing a combination of seminars, student research, leadership retreats, fellowships and internships, a leadership sequence of study and lectures with noted leaders and leadership authorities. The Institute also will expand the commitment of students to resolve social problems and address human needs.		VCSA, VCAA	
Provide technology and electronic information for persons with disabilities.	Continue to improve access for disabled individuals		VCSA, VCAA	
Provide increased networking opportunities for students.	Enhance exchange programs in the United States and abroad		VCAA	
Provide effective student mentoring and advisement strategies for culturally diverse students.	Renew sustained scholarship support for culturally underrepresented students		VCAA, VCSA, DI	

Design ways to reflect the service needs of underrepresented populations.	Increase graduate enrollment in education, nursing, agriculture, engineering, and social work		VCAA	
Create better definitions for ethnicity.	Examine the options given to students by other schools in terms of self-categorizations		DI	
Provide internships for students from underrepresented groups.	Seek corporate support		VCAA, VCSA	
Explore diversity issues in depth.	Expand exploration of issues through the First-Year Experience courses		VCAA, VCSA	
Increase student understanding of individual differences.	Include in student orientation program context addressing components of living and participating in a communal and multicultural environment		VCSA, DI	
Provide networking opportunities to students from underrepresented groups.	Comprehensively target minority alumni for inclusion in a career network program to provide information, support, and job opportunities		VCUA	
Goal 3: Increase the amount of financial support for programs, services, and scholarships which target students from underrepresented groups.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (PERSON/COMMITTEE/UNIT)	COMPLETION DATE
Increase enrollment of students from underrepresented groups in the areas of sciences, nursing, health professions, engineering, and business.	Identify scholarship and grant programs		VCAA, VCSA, DI	
Identify all possible sources of public and private funding.	Expand access to resources for students from underrepresented groups		VCUA, VCSA, DI	
Target students from underrepresented groups for scholarships.	Expand scholarship programs for 2-year institutions		VCUA, VCSA	

Explore grant and gift possibilities.	Provide staff to research, write, and promote public and private funding opportunities		DI	
Provide outreach programs in communities with large minority populations.	Increase financial resource awareness in underrepresented student and family groups		VCSA	
Offer a debt-free degree to students. Students will be guaranteed a debt-free degree if they work on campus 10-12 hours weekly in a federal work-study job during their four years on campus. The rest of the students' needs are funded through a combination of federal, state, university, private grants, and scholarships.	Explore the feasibility of an initiative similar to the Carolina Covenant, which is aimed at low-income students		VCSA, VCUA	
Goal 4: Impart the University's commitment to diversity values to the ASU community and its constituents.				
Promote Best Practice/ Competencies in diversity.	Determine, implement, and reward		DI	
Enhance diversity efforts, such as library, video, and other media.	Provide academic and programming resources		DI	
Promote Preview Day and Orientation activities.	Include minority students, faculty and staff leaders		VCAA, VCSA	
Celebrate diversity throughout the ASU community.	Reward research and the development of diversity programming within the ASU community and its constituent base		DI	

THE CURRICULUM AND DIVERSITY

The central question diversity presents to higher education concerns how the university can best use the curriculum to equip students with the knowledge and skills to function effectively in a diverse American and global society. Research continues to reveal that diversity in the curriculum remains the ideal place for introducing and sustaining diversity and its benefits among the student body.

- I. Goal: To infuse more diversity into various levels of the general education curriculum where appropriate.

Action Plan

1. Create a comprehensive survey instrument to determine the extent of diversity coverage in the general education curriculum and in other courses throughout the university.
2. Work closely with the general education committee, through the shared governance process, to develop a potential diversity requirement from a selected range of current course offerings. (Work with the same group to assess the merits of a diversity requirement.)
3. Provide incentive grants to encourage and enable faculty members to introduce more diversity into their current course offerings and to create new courses that emphasize diversity in their current content areas. (Expand diversity coverage in all courses beyond the general education curriculum).
4. Develop an instrument to assess the impact that infusing diversity in the curriculum has on current students and graduates.
5. Host Faculty Diversity Forums/Workshops to assist faculty members in introducing diversity ideals into their courses and to develop a repertoire of skills to accommodate diverse learning styles that exist in diverse classrooms.

DIVERSITY AT ARKANSAS STATE UNIVERSITY: IMPLEMENTATION PLAN FOR REVIEW & IMPROVEMENT

Diversity Vision:

ASU will be *known* for its commitment to diversity as evidenced by its inclusive work and learning environments, its acceptance of differences as positive and enriching and its ability to attract, retain and advance a *diverse* faculty, staff and student body.

Working Definition:

Diversity at ASU is a process embracing the ideal of inclusion. Through continuous education, the ASU community constantly moves towards that ideal by generating special attention and sensitivity to such factors as gender, race, ethnicity, ability, sexual orientation, age, and religion while accepting these differences as positive and enriching.

GOAL: Effectively incorporate diversity into the curriculum.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (Person/committee/unit)	COMPLETION DATE
1. Develop learning outcomes for diversity in the curriculum.	Adopt a definition of diversity	Presented to Strategic Planning Steering Committee in mid-February 2004.	Diversity Taskforce with input from campus community.	Ongoing
	Review existing ASU documents to develop diversity-related learning outcomes		General Education Committee/DI	
	Draft learning outcomes for diversity in the curriculum		General Education Committee	
2. Develop an inventory of current diversity course offerings.	Create a comprehensive survey instrument to inventory courses that meet one or more of the learning outcomes Distribute to department chairs at the beginning of Fall 04.	Ongoing.	GEC/DI	
3. Review models of diversity in the curriculum at other universities.	Review models of other institutions that have incorporated diversity into the curriculum	Review of diversityweb.org Review of peer institution cultural diversity courses	GEC/DI	
		Prepare summary of peer institutions' diversity requirements	GEC/DI	
		Review summary of peer institutions & AACU survey on diversity requirements	GEC	

GOAL: Effectively incorporate diversity into the curriculum.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (Person/committee/unit)	COMPLETION DATE
	Identify curriculum models to include diversity in the curriculum. Possibilities include: (1) Requirements in GE (select from a range of course offerings) (2) Infusion in GE (3) Infusion in major (4) Requirement in the major (5) All students take same course (SUNY Buffalo)		General Education Committee	
	Evaluate the curriculum models		GEC	
	Identify academic research that identifies the best method to include diversity in the curriculum		GEC/DI	
4. Select the most Appropriate model of diversity in the curriculum for ASU.	Compare inventory of ASU diversity course offerings to other university models that incorporate diversity into the curriculum		GEC/DI	
	Create most appropriate model for ASU		GEC	

GOAL: Effectively incorporate diversity into the curriculum.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (Person/committee/unit)	COMPLETION DATE
5. Assess ASU's implementation of diversity in the curriculum.	Review existing assessment instruments to determine their sufficiency for ASU. Develop our own instrument if necessary.		General Education Committee, Office of Assessment	
	Review diversity web research articles.		GEC, DI	
	Develop and implement survey of students (freshman, senior, 5 years after graduation) regarding diversity in the curriculum .		GEC, Office of Assessment	
	Review academic programs inventory of surveys.		GEC, Office of Assessment	
	Follow-up with department chairs and Diversity Taskforce on their surveys.		Office of Assessment	
	6. Provide faculty development opportunities to incorporate diversity in the curriculum.	Inventory research generated by the Univ. of Michigan's Center for Research on Teaching and Learning		GEC, DI
Develop workshops to facilitate curriculum design that incorporates diversity into existing courses			GEC, DI	
Invite experts to campus to discuss how they have included diversity in the curriculum			DI	

GOAL: Effectively incorporate diversity into the curriculum.				
STRATEGY	ACTION NEEDED	ACTION TAKEN	RESPONSIBILITY (Person/committee/unit)	COMPLETION DATE
	Promotional plan to increase understanding of the need to incorporate diversity into the curriculum by the faculty		GEC, DI	
OUTCOME:				
1. Prepare a report to the Provost, The General Education Committee, and The Faculty Senate.	In progress.			

6. MEASURES USED TO ASSESS SUCCESS

GOAL: Develop the measures that will be used to assess the success of the university's diversity initiative.

Action Plan

1. Every 5-6 years the university will conduct a campus climate survey and compare the results to the initial baseline data to assess the effectiveness of implemented diversity initiatives. Additionally, such data will be used to guide the planning, development and implementation of future initiatives.
2. Hiring data shall be maintained and reported for all departmental units on a yearly basis. Such data shall include the race and gender of all persons the university hired and interviewed, including telephone interviews. Additionally, a breakdown of all applicants, by position, shall be provided throughout the year.
3. Conduct annual assessment of diversity employment & retention progress towards employment goals through opinion sessions, focus groups, reproducible cultural audits and campus climate inventories.

4. Develop a mechanism to assess the level at which constituents from the various ASU campuses are contributing to University's on-going, employment and retention assessment.
5. Develop an instrument to assess in-coming freshmen to determine their diversity competencies. Additionally, similar instrumentation will be developed for current students and recent graduates to determine the impact diversity throughout the campus (faculty, staff, student body, curriculum, and programs) on them and their careers.

7. ACCOUNTABILITY MEASURES

GOAL:

DEVELOP AND IMPLEMENT DIVERSITY ACCOUNTABILITY MEASURES

- Develop incentives and disincentives for all supervisors in the areas of recruitment and retention of minority employees. Additionally, these measures will apply to gender issues in areas where under-representation remains an issue.
- Integrate diversity as a component for evaluating all supervisors.
- Campus units will develop, present and implement individual diversity plans consistent with the goals, principles and suggestions outlined in the diversity strategic plan. These self-developed plans shall be used to help assess accountability.

APPENDIX D--Unit Reports

College of Agriculture and Technology 2011-2012 Minority Retention Report

I. Recruitment

- A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

We follow “Achieving Structural Diversity at Arkansas State University: The Search Process” in recruitment of new faculty.

Presently, the College of Agriculture and Technology (CoAT) does not have specific programs directed toward recruitment of minority staff. However, the same approach used for faculty searches is used when staff members are replaced. The CoAT ambassadors program exists to help the college with recruiting and student activities. Two students from each major area are selected each year by the faculty. We encourage minority and female students to be ambassadors. This year one Japanese female (Chiho Ikarashi) served along with four other females and two males. Last year, an African-American (Shellvey Robinson) served as an CoAT ambassador.

Recently, representatives from the CoAT participated in the stAte Connection. We met with several African American high school students about our majors in the CoAT.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in fall 2011 and re-enrolled in spring 2012. (See “*Institutional Research: Minority Progress Reports,*” in Appendix).
- C. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

No position offers were extended to minority candidates during the 2011-2012 academic year in the CoAT.

- D. Information regarding the positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

None

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-2012 academic year.

Paul Armah has been on our faculty since 1997. Paul is from Ghana, Africa and has mentored several African-American students since coming to ASU in 1997. Most recently, Paul mentored Craig Walker who graduated with a BSA in May 2011 and now is in an MS program at University of Arkansas. Paul has also mentored many international students.

- B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

Our goal is to achieve diversity among the faculty, staff, and students in the CoAT. Dr. Soohyoun Ahn, an Asian American female, was on faculty since 2006 but left in December 2011 for a job at the University of Florida.

We hope to add at least one new faculty member in 2012-13, and we intend to make a strong effort to recruit a minority or female for this position.

Department of Athletics 2011-2012 Minority Retention Report

I. Recruitment

A. Discussion of the activities, programs and resources utilized to recruit minority staff and students.

1. Position openings in the coaching staff and administrative units in Athletics are advertised with the Southwestern Athletic Conference, The Mid-Eastern Athletic Conference, the Minority Opportunities Athletic Association, and/or by contacting other minority representatives across campus and within intercollegiate athletics. Every effort is made to ensure a diverse pool of applicants for each position.
2. During the 2011-2012 academic year, minorities were encouraged to apply for all positions in the athletic department.
3. Although there is not a specific plan to recruit minority student-athletes, coaches are encouraged to recruit students who can contribute to the diversity initiatives of the university.

B. Number of minority student-athletes:

SPORT	AFRICAN-AMERICANS	HISPANIC AMERICANS	ASIAN AMERICANS	NATIVE AMERICANS	TOT.
WBB	12	1	0	0	13
WB0	0	1	0	0	1
WGO	0	0	0	0	0
WSO	1	0	0	0	1
WTE	0	0	2	0	2
WCC/ WTK	14	1	0	0	15
WVB	3	1	0	0	4
MBA	2	0	0	0	2
MBB	11	0	0	0	11
MFB	81	0	2	0	83
MGO	0	0	0	0	0
MCC/ MTK	14	1	1	0	16
TOTAL	138	5	5	0	148

There were 357 total student-athletes at ASU during the 2011-2012 academic year. The percentage of student-athletes represented by minorities is 41%.

C. Positions offered to minority candidates:

- a. Assistant Men's Basketball Coach – African American Male
- b. Head Woman's Volleyball Coach – Asian/Pacific Islander Male

- c. Assistant Football Coach – African American Male
 - d. Assistant Football Coach – African American Male
- D. Positions filled with minority candidates:
- a. Assistant Men’s Basketball Coach – African American Male
 - b. Head Woman’s Volleyball Coach – Asian/Pacific Islander Male
 - c. Assistant Football Coach – African American Male
 - d. Assistant Football Coach – African American Male

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority staff or students during the 2011-2012 academic year:
1. The Student-Athlete Advisory Committee (SAAC) is comprised of two student-athletes representing each ASU team. The following student-athletes were members of SAAC for the 2011-12 academic year: an African American Men’s Basketball student-athlete, an African American Men’s Track & Field student-athlete, an African American Football student-athlete, and an African American Women’s Basketball student-athlete.
 2. Team Honorees for the Sun Belt Conference Sporting Behavior Award for 2011-12 include: an African American Women’s Basketball student-athlete, an African American Men’s Basketball student-athlete, and an African American Football student-athlete. Institutional Honorees include an African American Football student-athlete. Institutional award winners will accept the award at the Awards Banquet in Destin, Florida in May. There would be a cost associated with this trip should this student-athlete be selected.
 3. An African American Female Women’s Track & Field student-athlete has been nominated for the Sun Belt Conference Female Student-Athlete of the Year Award. The Conference award winners will accept the award at the Awards Banquet in Destin, Florida in May. There would be a cost associated with this trip should this student-athlete be selected.
 4. A Welcome Back Reception was held for all student-athletes, coaches, and staff at the beginning of the 2011-2012 academic year. This was a social activity held at the Convocation Center. Everyone involved mingled with one another, promoting diversity and awareness of others. The anticipated outcome was to ensure that all student-athletes and coaches got to know their counterparts in other sports and to promote support and cohesion in the athletic department. The cost for this activity was \$ 2604.54.
 5. Each semester there is an AD Honor Roll celebration. This recognizes all student-athletes that achieved a 3.0 or higher GPA the previous semester. The goal of this program is to have all student-athletes publicly recognized and demonstrate that student-athletes from a variety of backgrounds achieve success in the classroom. A group of student-athletes were

recognized during the fall and spring semester celebrations. There were a total of 174 scholar student-athletes recognized in the fall and 180 in the spring. Adidas backpacks, water bottles and certificates were given to each scholar student-athlete. The cost for this activity was \$9211.65.

6. The academic coordinators meet with a group of their designated sport “at-risk” student-athletes on a weekly basis. They pay attention to time management skills, issues in the students’ life, and speak to the importance of class attendance whether in-season or out-of-season. Often, “at-risk” student-athletes are first generation and minority students. Tutorial services are often assigned to this group of student-athletes. The cost varies depending on how services are structured for each individual student-athlete. The expected outcome is greater success and retention of this population.
7. National Student-Athlete Day was held on April 10, 2012 to celebrate the achievements by all student-athletes and is another activity to reach out to all student-athletes including minority student-athletes in order to increase retention. The cost for this activity was \$750.00.

B. A discussion of the development and retention goals for staff and students and the actions plans that will be utilized to achieve these goals.

1. The Department of Athletics will continue to recruit and encourage any minority whether it is a student-athlete, staff member, or coach to become a part of Arkansas State University.
2. The diversity of the Student-Athlete Advisory Committee will be monitored by the sponsoring staff member to ensure all groups are well represented.
3. Positions of leadership, nominations for awards, and any other role that is offered to student-athletes will be approached from a diversity perspective to ensure that all groups are well represented.
4. Minorities will continue to be included in nominations for positions of leadership and awards.

College of Business 2011-2012 Minority Retention Report

Accounting

I. Recruitment

- A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

Recruiting Faculty: The department followed the University policies and procedures in our search for faculty members. We included a minority faculty member on the search committee. We worked with Human Resources to advertise in the best venues to reach minority candidates. We posted the tenure-track position announcement on the American Accounting Association Website and advertised in the Chronicle of Higher Education. Positions were listed on <http://jobs.astate.edu>.

Recruiting Students: Accounting department faculty members encourage minority students in the college core accounting classes to major in accounting. At Senior Preview Days, we always mention the AICPA Minority Scholarship and the NABA scholarships. We seek out qualified minority students and encourage them to apply for the scholarships.

- B. Information regarding the number of position offers extended to minority candidates during the 2011-12 academic year.

We have not completed our recruiting process for the year. We have identified 5 candidates for two tenure-track positions. The department does not have access to the candidates' self-reported ethnicity information. Of the 5 candidates, based on their names and international educational background, 4 of them appear to be Asian.

- C. Information regarding the positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

None.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-12 academic year.

All Accounting faculty members are encouraged to attend conferences,

workshops, etc. to enhance their professional standing. The department provides as much financial support as possible for professional development as well as research reassignment time.

We announced minority scholarship offered by AICPA and National Association of Black Accountants (NABA), and encouraged minority students to apply for the scholarships. We actively sought out qualifying students to apply for the AICPA and NABA Minority Scholarships. Also, we distributed employment information to senior level minority accounting students.

All students are encouraged to apply for privately funded scholarships. All students are encouraged to apply for the Arkansas Society of CPAs scholarships. This year, a Chinese student received a \$1,500 Arkansas Society of CPAs scholarship.

Department faculty members were informed of opportunity to participate in Strong-Turner Days.

The department chair escorted a group of Hispanic and African-American students to the Central Region NABA conference in October. Two NABA chapter members won scholarships from the Central Region of NABA.

NABA held and sponsored several events that were open to the general university community this year

All senior and graduate accounting students were invited to attend the NE Arkansas Chapter of the Arkansas Society of CPAs student day on campus in November. This event was free to the students.

The department again hosted the Meet the Firms event in September which was open to all students.

The chair serves on the advisory board for Hispanic Community Services, Inc.

The chair urged minority students to participate in the Inroads Minority Internship program. A Management student led an information session about Inroads on campus, and we continue to work towards having a second session this year.

Computer Information & Technology (CIT)

I. Recruitment

- A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

Recruiting Faculty and staff: The CIT Department had no open faculty or staff positions during this year.

Recruiting Students: Our student recruitment is aimed at the general population of potential students who might benefit from careers in IT. All faculty members are encouraged to work with our recruiting committee. The department has minority faculty members who work with the recruiting committee and with student organizations.

The faculty and staff of the department of CIT make themselves available to minority members of the community.

- B. Information regarding the number of position offers extended to minority candidates during the 2011-12 academic year.

No offers extended.

- C. Information regarding the positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

None.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-12 academic year.

All CIT faculty are encouraged to attend conferences, workshops, etc. to enhance their professional standing. The department provides as much financial support as possible for professional development as well as research reassignment time.

All students are encouraged to become involved in student organizations. AITP sponsored several events that were beneficial to CIT and CS majors.

Dr. Seydel co-wrote a paper with an Asian graduate student that was presented at the Decision Sciences Institute this spring. The student was invited to attend the conference as well.

One CIT student volunteered with City Youth Ministries. He also represented ASU at the national collegiate conference for AITP and in the Acxiom competition.

Management and Marketing

I. Recruitment

A. We had one open position during this academic year and the search committee was chaired by an African American female faculty member. Our top two picks were minority candidates. After campus visits, we chose to offer the position to our top candidate, who was a minority. Our offer was declined as the candidate chose a school closer to his parents. We began our year with two returning minority faculty and one new minority faculty member. All have been active in student activities. As a result of their activity, three minority students continue to hold officer positions in the Society for Human Resource Management organization (these same African American students were officers last year as well). The president, secretary/treasurer and the VP of Membership are African American students. A minority student also holds an officer position in the ASU Marketing Club as well. We are attracting more minority students with an increase in applications while acceptance and enrollment rates have declined. Our retention has declined slightly as only 8/14 students reenrolled in the spring. Only 2 of the returning students left the College of Business. As a department we will review those who left the COB and the university to determine our role in that process. Our entire faculty is active in recruiting events both on and off campus.

B. Academic Year (Total Minority-Freshman and Transfers)

Academic Year (Total Minority-Freshman and Transfers)				
	Applied	Accepted	Enrolled	Re-enrolled Spring
2010-11	77	41	24	17 (14 same)
2011-12	85	31	14	10 (8 same)

II. Development and Retention

A. College of Business Teaching Conference was chaired and organized by two by of our department faculty. The event was attended by our minority faculty. The event was supported by the Dean's office. It provides an opportunity to share ideas with our colleagues about one of our most important activities, teaching. Many of our department faculty is actively involved in on and off campus development. Our African American female faculty member is both a product of and serves as the university

representative for The PhD Project and in this role she has the opportunity to mentor minority students considering doctoral studies. She has also personally made it a point to mentor many of our Asian students who are either in her class or have come by her office. She maintains a very open door policy to students, and has also been active with the National Association of Black Accountants (with a Caucasian male faculty member) in helping prepare the students with resumes and interviewing skills. She has been appointed to the Chancellor's Diversity and Globalization taskforce and has made a presentation at a Circle of Trust meeting. She and another white male faculty member have also been involved in helping to recruit prospective football players (80% from underrepresented groups). Many of our faculty is intentional in encouraging diversity in group projects throughout the semester. Another Caucasian male faculty member has also provided international experiences for both our African American students as well as several of our international students. His students have also volunteered at the Hispanic Community Center as part of their community service requirements for The Global Challenge course.

- B. As our faculty has become more diverse I believe that we have consciously determined to be inclusive in all aspects of our department functions. All of our faculty have been asked and found ways to use their skills and their particular interests within and outside of the College. These opportunities (SHRM-student and professional, Phi Beta Lambda, Entrepreneurship Week, Business Plan Competition and Hispanic Community Center) have involved this faculty with our students and brought a broader group of students into an involved status with our department's activities. Every new faculty member is involved in the College, Department and community beyond their classroom responsibilities. Most have found a place to fit and I have looked for opportunities to share their skills with the broader community in hopes of strengthening their commitment to this area.

Economics and Finance

I. Recruitment

- A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.

Faculty members in our department are very active in recruiting students through Future Business Leaders in America and other avenues. Our department is open and welcoming to all minority students. Our department secretary helps minority students become acclimated to ASU. Both of our student office workers are African American, and they also give significant

assistance to minority students who visit our offices.

The department chair and one faculty member from our department are two of the advisers for Arkansas State University-Jonesboro's Chapter of Phi Beta Lambda (the collegiate affiliate of Future Business Leaders of America). Our department and college devote significant time and financial resources to this organization. This Chapter includes ten African-American students, and two Hispanic-American students. Many of the members of this group travel with the advisers to State and National Conferences. For example, last year, three of the nine students who traveled with the advisers to the National Leadership Conference in Orlando, Florida were African American, and two of the nine students were Chinese. Phi Beta Lambda is a great recruiting tool when we speak with high school students about our department and college.

In addition, many of our faculty members have an interest in minority issues, and this contributes to recruitment of minority students. For example, we had a guest speaker in our Employment Law class about discrimination in business against Muslim women. All of the law faculty members teach Legal Environment of Business, and we also offer an Employment Law class and Real Estate Law class. Discrimination issues are discussed in all of those classes. The law faculty members frequently write about employment law and diversity issues. Two faculty members from our department attended the Annual Diversity Awards Luncheon in 2012.

Currently, the department is not recruiting faculty or staff. However, should a recruiting opportunity arise, we will be open and welcoming to any minority applicants.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in Fall 2011 and re-enrolled in Spring 2012.

Following is the information for undergraduate students:

	Fall 2011			Returned Spring 2012		
	Applied	Admitted	Enrolled	Same	Different	Total
New Freshmen	64	24	14	9	1	10
Transfer Undergraduate	21	14	11	9	2	11
Totals	85	38	25	18	3	21

See the attached for a more detailed breakdown of these numbers and information about the MBA program.

- C. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

Not applicable. We had no open positions in 2011-12.

- D. Information regarding positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

Not applicable. We did not fill any positions in 2011-12.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-2012 academic year.

Many development resources and activities are provided at the college level. Funding through the dean's office allows minority faculty to travel to conferences and workshops. This summer, an Asian department faculty member will be provided a \$10,000 stipend through the dean's office allowing the faculty member to engage in research. We encourage all department faculty to participate in such developmental activities. The department maintains an open, inclusive environment for all students and faculty. We respond promptly to any perceived or actual behavior that interferes with minority students or faculty enjoyment and use of the resources and services provided by the department. In addition, the college and university provide support to students who plan to attend the Phi Beta Lambda conferences.

Much of the committee work in the College of Business helps with development of minority faculty, staff and students. Faculty members in our department are heavily involved in college committees such as the Faculty Development Committee, the Student Professional Development Committee, and the Honors and Scholarships Committee.

- B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

We have no current plans to hire new faculty or staff for our department at this time. However, if such a need arises, we will certainly encourage minority applicants. For students, we will continue to be an inclusive, open department that is concerned about student welfare. We have and will continue to work with all parties on campus as minority students are recruited and retained. We shall continue to examine and re-examine possible ways that we may further recruit and retain minority students.

College of Communications 2011-2012 Minority Retention Report

I. Recruitment

- A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.

No department had any faculty vacancies during 2011-2012 academic year.

The College continues to target historical black institutions for graduate recruiting, making assistantships, and Hearst Fellowships available to candidates. Seven assistant positions were occupied by African-Americans in 2011-2012.

The College continues to use its Hearst Minority Fellowship endowment income to recruit and retain minority students at the graduate and undergraduate levels. \$11,000 in scholarships was funded in 2011-2012. The Hearst Endowment, which was initiated in the late 1980s, is approximately \$250,000.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in Fall 2010 and re-enrolled in Spring 2011

The College doesn't have this information. We assumed it can be provided by Institutional Research. We do know that 103 of 393 (26%) of our majors are classified as minorities.

- C. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

We did not have any open positions at the college in the year 2011-2012.

- D. Information regarding positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

None. See above.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-2012 academic year.

Title of the Activity/Program: Professional Development

Purpose of the Activity/Program: Encourage improvement of teaching and research and to extend network for all faculty members, minority or not.

Financial Amounts Expended for Activity/Program: Approximately \$10,000 for travel and registrations (final figures not yet available).

Number of Minority Students, Faculty, or Staff Served: Five faculty members. Number of Undergraduates and Graduates is not available.

Anticipated Outcomes (Short-term and Long-Term): Development of management and leadership skills for minority chair and faculty members.

Development of scholarly record worthy of tenured appointment, improvement of teaching, extension of contacts outside the university with potential for mentoring and identifying additional minority candidates.

Title of the Activity/Program: National Association of Black Journalists

Purpose of the Activity/Program: Encourage professional interaction between students and journalists in NABJ and to develop professional identities of students.

Financial Amounts Expended for Activity/Program: NA

Number of Minority Students, Faculty, or Staff Served: One faculty member serves as adviser; student membership has not been finalized yet.

Anticipated Outcomes (Short-term and Long-Term): See purpose above.

Ultimately the program should provide successful role models for students pursuing journalism as a career.

- B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

The college's recruiting and retention goal for faculty members in twofold: Consistent with standards recommended by the Association for Education in Journalism and Mass Communications, the goal is that 50 percent of faculty will be minority and/or women. In 2011-2012, 13 of 26 were women and/or minority. A second goal is that the percentage of minorities be consistent with the percentage of minorities in the region. In 2011-2012, 7 of 26 (27%) faculty members were minorities.

For students the target is for 20 percent of the majors to be minority. The percentage in fall 2011-2012 was 23% (95 of 393).

See the diversity plan on the following pages for strategies and actions:

College of Communications
Arkansas State University
Diversity Plan 2011-2012

Arkansas State University's affirmative action policy commits the institution and its units to "the goal of equal opportunity for all" and gives responsibility for implementing this goal to administrators and other personnel "responsible for hiring employees and recruiting students." In the College of Communications, all are responsible for supporting the goals and carrying out the programs of this plan. This plan itself uses the university plan as a starting point — but adds to it in scope and procedure. The plan has three parts: recruiting and retaining employees; recruiting and retaining a diverse student population; and communicating the value and increasing importance of diversity and multi-culturalism in the media and the world at large.

Employees

The college's recruiting and retention goal for faculty members (consistent with the standards established by the Accrediting Council on Education in Journalism and Mass Communications) is that 50% of faculty will be minority and/or women. In 2011-2012, 13 of 26 were women and/or minority. A second goal is that the percentage of minorities be consistent with the percentage of minorities in the region. In 2011-2012, 7 of 26 (27%) faculty members were minorities.

Strategies for Accomplishing Employment Goals

1. All administrative and faculty positions will be advertised in national publications that reach women and minorities. In addition departments will disseminate announcements in the following ways:
 - a. Send announcements to affirmative action resume banks.
 - b. Send announcements to all college and universities with graduate programs appropriate to the position.
 - c. Send announcements to appropriate academic programs at colleges and universities with significant minority enrollment.
 - d. Contact alumni, academic, and professional sources personally to identify possible female and minority candidates for positions.
2. In any search, qualified female and minority applicants will be identified and at least one will be invited to interview.
3. It is appropriate to identify and hire exceptional minority and female candidates from the alumni of the college's master's degree program. Faculty members employed in this manner will be encouraged to work toward a terminal degree. African-American candidates working on a terminal degree historically have been eligible for support equal to 50 percent of salary for two years of study if they have three years of service at the university. African American candidates may also apply for support from a state-supported program. The college will assist female and minority candidates in

identifying financial support for study toward a terminal degree and will work with the university to increase the length of support when appropriate. Employees who receive such support must return to the university for an amount of time equal to the compensated leave.

4. The hiring of part-time and adjunct faculty will be consistent with the goals of the full-time hiring strategy.
5. Annual evaluations of chairs and other administrative personnel will include consideration of success in achieving affirmative action goals.

Students

It is the goal of the College of Communications to enroll a percentage of female and minority students at least equal to the percentage of enrollment in the university and preferably at least equal to the percentage of female and minority students in ASU's service area. For students, the target is for 20 percent of the majors to be a minority. The percentage in 2011-2012 was 23 percent.

Student Recruitment Strategies

1. The college will work with the Admissions Office, which has primary responsibility for undergraduate recruiting, to identify and communicate with all prospective students via mail, telephone, and personal contact. The college will work to support the work of the Admissions Office by assisting in identifying and recruiting prospective minority students participating in university sponsored events like Strong-Turner Honors Day, Preview Day, Select-A-Major Fair, and Journalism/Broadcast Day.
2. The college will work with the Graduate School in its recruiting program and particularly in maintaining communication with historically black institutions in and near the service area, particularly University of Arkansas at Pine Bluff, Philander Smith College, Lemoyne-Owen College, Rust College and Mississippi Valley State University.
3. The college will assist female and minority students in identifying potential sources of financial aid and will use its own William Randolph Hearst Endowment to provide scholarship support for minority undergraduates and graduate students.
4. The college will develop mentoring relationships with high schools and community colleges that have communications programs and a relatively high proportion of minority students.
5. The college will use the James Callaway/AT&T Endowment to generate interest and improvement in journalism among disadvantaged junior and senior high schools in the Arkansas Delta region.
6. The college will establish and support a campus chapter of the National Association of Black Journalists to promote interaction with journalists of color

and development a sense of commitment to professionalism among minority journalism and radio-television majors.

7. Progress toward achieving the goals will be assessed annually by the chairs and the dean and reported to faculty, staff and the Office of Academic Affairs and Research.

A Diverse Environment

1. The unit should maintain a learning environment that places value on diversity and communicates the increasing implications for communications. Its strategy include taking the following actions:
 - a. Offering a course dedicated to diversity (Race, Gender and Media and Intercultural Communication).
 - b. Teaching multi-cultural and diversity issues across the curriculum.
 - c. Sponsoring extracurricular opportunities focused on diversity (speakers, seminars, workshops, etc.).
 - d. Inviting professionals-in-residence who can provide an understanding of diversity issues.
 - e. Providing periodic workshops on teaching about diversity and the changing demographics of society.
 - f. Asking faculty to report annually on their diversity initiatives.
 - g. Asking students on course evaluations about the inclusion of diversity issues in classes.

2. The unit should encourage minority and female students to pursue professional development that will enhance the likelihood that they will enter communication. The unit pursue this goal by taking these actions:
 - a. Identifying and promoting applications for scholarships arising from the unit (particularly Hearst Minority Scholarships), other places on campus or off campus.
 - b. Encouraging participation and the assumption of leadership roles by minority and female students in professional organizations and campus media.
 - c. Adding the National Association of Black Journalists to the student professional organizations on campus.
 - d. Providing financial support for participation in regional and national professional organizations.
 - e. Provide financial support for participation in regional minority job fairs.

— *This Diversity plan was initiated in 1988 and amended in 1990, 1993, 1994, 1995, 2000, 2002, 2005 and 2010.*

College of Education 2011-2012 Minority Retention Report

I. Recruitment

- A. Activities, programs and resources utilized to recruit minority faculty, staff, or students:

Center for Excellence in Education

The Center for Excellence in Education (CEE) sends doctoral materials to all public schools and community colleges within a 150 mile radius of Arkansas State University (ASU). Included in this mailing are schools that are heavily minority. The CEE is represented by the Graduate School in Graduate Fairs and has recruited at historically black institutions throughout a three-state area. Students presently enrolled at ASU are also recruited from masters and specialist level courses. Our newsletter includes pictures of cohort members (which are approximately 40% minority). Word of mouth seems to stimulate a great amount of interest in our program.

Educational Leadership, Curriculum & Special Education

Faculty Recruitment

- Advertising in minority-oriented publications for new faculty
- Personalized recruiting
- Mentoring for new faculty members
- Student Recruitment
- Higher Academic Partnership marketing campaigns
- Availability of scholarships
- Availability of graduate assistantships
- Accessibility of programs and courses available via web and university sites

Health, Physical Education & Sport Sciences

HPESS strives to attract a diverse pool of qualified minority applicants through the following recommended techniques (Sotello & Turner, 2002). Personal outreach has been utilized to attract a diverse candidate pool. The following examples illustrate the department's strategies to increase faculty diversity:

Faculty Recruitment

- Make telephone calls
- Send personalized letters to potential candidates

- Write e-mails
- Talk face-to-face with people who might nominate potential minority candidates
- Approach potential applicants at professional meetings/conferences
- Consult minority faculty members on campus about effective methods of outreach

Student Recruitment

Actively recruit graduate minority students

Psychology & Counseling

The Department of Psychology and Counseling is cognizant of the benefits inherent in having a diverse department and desires a diverse student and faculty body. Therefore, the department continues to be committed to the recruitment of individuals who will assist in diversifying the department. The following illustrates the department’s strategies to increase faculty diversity:

Faculty Recruitment

- Positions are advertised in the Chronicle of Higher Education, Blacks in Higher Education, The American Association of Hispanics in Education, the Southern Regional Education Board, and other online resources
- Personal emails to representatives at colleges and universities

Student Recruitment

- New Student Orientations (NSOs) are utilized to strongly encourage students of color to apply in both the undergraduate and graduate programs

Number of minority students enrolled in fall 2011 and re-enrolled in spring 2012

	# Applied	#Accepted	Enrolled Fall 2011	Re-enrolled Spring 2012	Retention %
Education	699	378	227	168	74%

(Numbers prepared by the Office of Institutional Research and Planning, March 2012)

Number of position offers extended to minority candidates:

Educational Leadership, Curriculum & Special Education

All minority faculty members have been retained during the 2011-2012 academic year.

Health, Physical Education & Sport Sciences

All minority faculty members have been retained during the 2011-2012 academic year.

Psychology & Counseling

An active search is underway to fill an existing faculty position for the 2012-2013 academic year.

Teacher Education

No tenure-track positions were available the 2011-2012 academic year; two instructors of color were hired through the ADTEC grant and ADTEC grant respectively. One other minority female was hired to supervise student interns during the fall and spring semesters.

Positions within your areas that were filled with minority candidates:

Educational Leadership, Curriculum & Special Education

One minority faculty member moved from the Department of Teacher Education to the Department of Educational Leadership, Curriculum and Special Education to replace a non-minority faculty member that moved to another position on campus.

Health, Physical Education & Sport Sciences

No full-time openings were available for the academic year 2011-2012.

Psychology & Counseling

An active search is underway to fill an existing faculty position for the 2012-2013 academic year.

Teacher Education

No tenure-track positions were available the 2011-2012 academic year; two instructors of color were hired through the ADTEC grant and ADTEC grant respectively. One other minority female was hired to supervise student interns during the fall and spring semesters.

II. Development and Retention

- A. Activities and/or resources that were utilized to develop minority faculty, staff, or students:

Educational Leadership, Curriculum & Special Education

Faculty

- Mentoring by a fellow faculty member and chair of the department
- Professional development activities including travel and registration at professional meetings/conferences--\$2,500/per year for each faculty member
- Providing service leadership opportunities to assist in meeting PRT requirements

Students

- Faculty advisement
- Academic coaches in the Academic Partnership Programs
- Site-based mentors

Health, Physical Education & Sport Sciences

Faculty

- Faculty member served as panelist at the Empowering Tomorrow's Women Today Leadership Conference

Students

- Participated in the ASU's Multicultural Minority Recruitment Program

Psychology & Counseling

There are no programs designed to actively recruit students of color, these students were strongly encouraged to apply to both the undergraduate and graduate programs by faculty who participated in New Student Orientations and other recruitment events.

Teacher Education

- **Title of the Activity/Program:** PLATO Praxis Prep Workshop
Purpose of the Activity/Program: With the assistance of the Coordinator of Field Experiences, two workshops are given at the beginning of the semester to explain the PLATO Simulated Pre-Professional Skills Test (PPST). This workshop registers students for the PLATO Simulated Test System, allowing them to become familiar with test content and identify strengths and weaknesses in hopes of increasing the pass rate on the Praxis I
Financial Amounts expended for the Activity/Program: The Praxis workshops are a complimentary service to all of our Minority Teacher Education majors
Number of Minority Students, Faculty, or Staff served: 17 students were able to participate in PLATO
Anticipated Outcomes: The workshop helps students to better prepare for the Praxis I: Academic Skills Assessment (PPST), thus increasing the likelihood of admission to teacher education. Workshops were conducted by two African American females, one a faculty member, the other a member of the staff.
- **Title of the Activity/Program:** Diversity Day Workshops for ASU-Mountain Home
Purpose of the Activity/Program: Increase awareness, knowledge, and applications of diversity issues and strategies for working in public schools.
Financial Amounts expended for the Activity/Program: 4 teacher education faculty presented workshops (paid \$250); money received from student course fees
Number of Minority Students, Faculty, or Staff served: 58 students attended
Anticipated Outcomes: 1) Preservice teachers gain awareness, experience, knowledge, and have opportunities to apply knowledge of diverse students
Workshop dates were: August 26 and October 21, 2011
- **Title of the Activity/Program:** ASU Teacher Intern Seminar Sessions on Diversity – August 19, 2011.
Purpose of the Activity/Program: Increase awareness, knowledge, and facilitate an intergroup dialogue about diversity issues and strategies for working in public schools.
Financial Amounts expended for the Activity/Program: This workshop was presented by a Caucasian male faculty member.
Number of Minority Students, Faculty, or Staff served: ECH/MLED Teacher Interns for fall semester.

Anticipated Outcomes: It challenges pre-service teachers to rethink about their conceptualization of the different dimensions of "Multicultural Education" based on their perceptions of their own cultural dimensions. It also works to help educators better understand the necessity of appreciating and valuing cultural diversity in their future classrooms.

Service in support of diversity:

A number of faculty have volunteered for Recruitment and Retention activities for ASU, such as Future Educators' Day with high school Future Teachers of America, Senior Diversity Day Fair, Junior Diversity Day Panel Discussion, Strong-Turner Alumni 3.0 Minority Scholars Program, Arkansas Black Student Association (ABSA) Annual Conference, Diversity Lecture Series and Multicultural Awareness Week.

Faculty also provide professional development on diversity for area school districts, Wynne School District, Marianna School District, and Nettleton School District

- B. Development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals:

Center for Excellence in Education

Faculty

Due to a retirement, the CEE began a faculty search in August 2011. Every attempt is being made to diversity the faculty.

Students

All doctoral students, including minorities, are given individual attention by the professors, their advisor and cohort members when needed. A three credit seminar on dissertation writing is taken by all students. This seminar is an attempt to counteract low completion rates because of the inability to finish the dissertation. Although the national completion rate for doctoral programs in educational leadership is 50%, the program in CEE graduates 80% of its students.

Educational Leadership, Curriculum & Special Education

Faculty

- Mentoring by a fellow faculty member and chair of the department
- Professional development activities including travel and registration at professional meetings/conferences--\$2,500/per year for each faculty member
- Providing service leadership opportunities to assist in meeting PRT requirements

Health, Physical Education & Sport Sciences

Faculty

- Increase female enrollment in the B.S. Sport Management program by 10% incrementally for the next five years
- Enhance HPESS' website to illustrate the department's efforts for increased diversity perspectives
- Support the College of Education Diversity Committee
- Provide appropriate minority mentoring

Psychology & Counseling

The department of psychology and counseling understand the importance of diversity among its faculty and within the classroom. Members of the department foster diversity by actively recruiting diverse applicants for all open faculty positions. Positions are routinely advertised in targeted professional publications and personal contacts are routinely utilized in an attempt to recruit diverse applications. These actions have become part of the guiding principles behind all of our faculty searches.

Additionally, members of the department actively recruit students from diverse populations through a variety of activities. Faculty members actively mentor McNair scholars, attend minority student workshops and orientations, give presentations at schools, and place students in internship sites which will allow exposure to members from various groups. All students, including minority students, are encouraged to actively participate in research, clubs and organizations, and to take a leadership role on campus. Underrepresented students routinely receive individualized attention from all members of the departments.

Teacher Education

All undergraduate and graduate students receive one-on-one, face-to-face advisement by ASU faculty a minimum of two times per year. The Admission to Teacher Education Screening process includes professional interviews with career and program counseling at the time of admission. This effort enables faculty to interact with students in an informal setting and to encourage their program/degree completion.

Diversity Seminars are held with the ASU Mountain Home students. These seminars are designed to assist pre-service teachers in grasping multicultural concepts and to increase awareness of important issues such as: race, ethnicity, religion, gender, and other issues of diversity.

Preservice teachers are placed in three categories of diversity settings based upon

school size, percentage of students on free lunch and school minority populations. These field/internship placements promote student awareness of cultural, racial, and other diversity issues. This is an important aspect of our accreditation process and a cornerstone of our teacher education programs.

Faculty members are provided opportunities to engage in professional development through travel monies. Several faculty members have chosen conferences and to present papers on topics of diversity, social justice, special needs students, and other multicultural concepts.

One goal of the Department of Teacher Education is to continue to recruit qualified minority candidates throughout the state that meet the minimal qualifications for positions that become available in the department. A second goal of the Department of Teacher Education is to retain the department's qualified, pre-tenured minority faculty.

College of Engineering 2011-2012 Minority Retention Plan

I. Recruitment

A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

We follow “Achieving Structural Diversity at Arkansas State University: The Search Process” in recruitment of new faculty. Two searches were conducted in 2011-2012 to fill permanent faculty lines: one in civil engineering and one in electrical engineering. As outlined by the search plan, the recruiting activities included advertising in appropriate professional journals, sending an e-mail to all engineering departments with potential candidates, utilizing the Office of Affirmative Action and Diversity to identify qualified minorities, and sending notices to predominantly minority colleges.

94 applications were received for the assistant professor position in civil engineering (CE), and 59 were received for the assistant professor position in electrical engineering (EE). The hiring process is still on-going, so information on race and gender is not exactly known at this time. It is believed that 5 applicants for the CE position are Asian American and 4 EE applicants are minorities. The applicants for each position will be reduced to about 10 for phone interviews based on qualifications and experience. It is anticipated that three candidates for each position will be brought to campus for interviews sometime in summer 2012.

The College of Engineering does not have specific programs directed toward recruitment of minority staff. However, the same approach used for faculty searches is used when staff members are replaced. One search was performed in 2011 to fill the CEI Design Consultant position (computer technician). Only six applications were received, and none were minority applicants. Four applicants were interviewed in February 2011, with one being hired for the position with a starting date of March 2011.

A College of Engineering ambassadors program was started in fall 2006 to assist with recruiting and student activities. Two students from each engineering discipline area are selected each year by the faculty, giving a total of six ambassadors. Over the past few years, the percentage of minority students in the College of Engineering has steadily increased. We encourage minority and female students to be ambassadors. For 2011-12, one ambassador was female and one was African American. One responsibility of the ambassadors is to schedule visits to their previous high school and to make presentations about the ASU

College of Engineering and programs with an emphasis on recruiting minorities and females.

- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in fall 2011 and re-enrolled in spring 2012.

The number of freshmen minority students that applied for admission to the College of Engineering for fall 2011 was 69 and the number admitted was 26. The actual number of freshmen minority students enrolled in fall 2011 was 12 and the number of those returning for spring 2012 was 10 (83.3%).

The number of minority transfer students that applied for admission for fall 2011 was 9 and the number admitted was 3. The actual number of minority transfer students enrolled in fall 2011 was 2 and the number of those returning for spring 2012 was 1 (50%).

- C. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

No position offers were extended to minority candidates during the 2011-2012 academic year in the College of Engineering.

- D. Information regarding the positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

None

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-2012 academic year.

At the present time, there are two minority faculty members (Asian Americans) in the College of Engineering. There are no special activities utilized to develop minority faculty; all new faculty are assigned a mentor (senior faculty or program director) to help adjustment to ASU and to understand expectations. As the number of African American students increase, we hope to revitalize the American Society for Black Engineers which has not been active for the past several years.

- B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

Our goal is to achieve diversity among the faculty, staff, and students in the College of Engineering. Our development and retention activities are directed to everyone and not just minorities. However, our minority and female student populations have been increasing, and we have recently added another female faculty member. We hope to one additional minority faculty member in our college when we find qualified applicants.

More effort will be placed on identifying qualified minority and female candidates in the two searches now ongoing in 2012. Once identified, we intend to stay in contact with these candidates throughout the search process, and to complete our selection process in a shorter time period which will hopefully allow us to make offers to these candidates before they accept employment at other institutions.

Finance & Administration 2011-2012 Minority Report

The following report includes information from these offices/units:

- Vice Chancellor for Finance and Administration
- Associate Vice Chancellor for Administration
- Associate Vice Chancellor for Finance
- Budget Planning and Development
- Information Technology Services
- Facilities Management
- Procurement Services & Travel

Recruitment:

- During 2011-2012, positions within Finance and Administration were advertised in local newspapers and posted on the Arkansas State University website. Advertisements were handled in consultation with the Office of Human Resources and in accordance with University policy.
- The following reflects the number of individuals who identified themselves as minorities during the application process during the 2011-2012 year:
 - 148 African American applicants (75 female and 73 male)
 - 5 interviewed/hired
 - 26 interviewed/not hired
 - 17 Asian applicants (7 female and 10 male)
 - 7 interviewed/not hired
 - 11 Hispanic or Latino applicants (4 female and 7 male)
 - 2 interviewed/hired
 - 2 interviewed/not hired
 - 6 American Indian/Alaska Native applicants (4 female and 2 male)
 - 3 interviewed/not hired

Development and Retention:

- Professional development resources are limited; however, all employees, including minority staff members, are encouraged to develop knowledge and skills by attending seminars and training related to their job duties and to complete certification programs to improve skill levels.
- As a result of budget constraints, opportunities for the development and retention of minority staff have been limited primarily to opportunities that arise through retirement or attrition. Planning is ongoing to prepare minority staff within our offices to assume positions of greater authority and responsibility as opportunities arise.

College of Fine Arts 2011-2012 Minority Retention Report

I. Recruitment

- A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

Department of Art

Faculty, the department chair and search committee chairs attend professional meetings and share opportunities with colleagues locally, regionally and nationally. The department uses the mailing lists purchased from the Minority and Women Doctoral Directory, the Affirmative Action Register, advertising with the College Art Association, the National Art Education Association and the mailing list of the National Association of Schools of Art and Design along with advertising online. In addition, alumni contacts and telephone contacts with educational colleagues are used in our faculty recruiting efforts.

During the spring semester, the department sponsors a Teacher In-Service Workshop open to teachers in the public schools in Arkansas. In addition to providing meaningful sessions in a variety of media, the positive image of ASU is taken back to the schools in which these teachers work and we receive a number of incoming students who comment on their teacher's recommendation of ASU.

Department of Music

The music faculty maintains a visible presence at university recruitment and orientation sessions in an effort to recruit qualified music students for our programs. The faculty is active in recruiting students at the All-State music convention held annually in Hot Springs and at various high school regional band and choir festivals as well as numerous trips to targeted schools for the purpose of recruiting top students into our department. Telephone and email contacts, as well as follow-up contacts, are made to students identified by admissions, alumni and other sources. This year the Department of Music continued its presence in a formal way into the Memphis City Schools and the West Tennessee School Band and Orchestra Association with our faculty providing professional development, clinics for both organizations, and targeted recruiting of minorities.

Our Director of Jazz Studies, an African American male, has been active in performing with the university jazz band and combo during Black History Month. He also teaches a History of Jazz class during the Spring semester which focuses on the many musicians making significant contributions to the history of our uniquely American art form.

The music department search committees follow the diversity search procedure, staying in contact with the office of diversity and human resources in targeting qualified applicants for faculty and staff positions.

Department of Theatre

Members of the Theatre faculty attended various statewide audition events for recruiting purposes in Jonesboro, Cabot, Rector, Little Rock, Alma, Conway, and Arkadelphia, Arkansas. Minority students were specifically recruited in each location in an effort to increase the number of minority students studying theatre at ASU. Through recruiting efforts, the Department has attracted and maintained eight new minority students in the program.

Fowler Center

As in previous years numerous tickets were made available to the head of choral activities for recruitment purposes and distributed to choir directors at Valley View, Nettleton, Jonesboro High School, Bay High School, and Southside High School. Although no figures were kept on the number of minority students who attended, the Director estimated that approximately 20% were minority. Similarly, tickets were made available to the Visual & Performing Arts Magnet School in the Jonesboro District.

Frequent requests for tours of the Fowler Center continue to be granted for recruitment purposes. The facilities are impressive and are thought to be extremely helpful in attracting and retaining faculty, staff and students.

Bradbury Gallery

Gallery events are free of charge and open to the public. The Delta National Small Prints Exhibition, an annual event, is publicized nationally through websites, in national magazines, mailings to university and museum print departments and on list serves as well as through local newspapers and an established mailing list. We do not ask for nor do we record information that would clarify the number of minority artists included in our exhibitions and visitors to the gallery. Nevertheless we do

estimate that approximately 15% of both artists represented in the gallery and visitors to the gallery are minorities.

Department of Art

According to our annual HEADS (Higher Education Arts Data Service) reports submitted to our accrediting agency NASAD (National Association of Schools of Art and Design) the number of minority students (Black or African American Non-Hispanic/Latino, American Indian/Alaska Native, Pacific Islander, Hispanic/Latino and Asian) majoring in the Department of Art in 2011-2012 totaled 27, other/race ethnicity unknown totaled 30, and White Non-Hispanic/Latino totaled 170.

The 2011-2012 HEADS report shows the number of minority students (Black or African American Non-Hispanic/Latino, American Indian/Alaska Native, Pacific Islander, Hispanic/Latino and Asian) majoring in the department of art in 2010-2011 totaled 33, other/race ethnicity unknown totaled 13, and White Non-Hispanic/Latino totaled 169. This represents a 22% increase in minority students majoring in art.

Department of Music

There were 13 minority students enrolled in music studies during the 2011-2012 academic year.

Department of Theatre

Six minority students applied and enrolled in the Department of Theatre in the fall of 2011, five African-American female students and one Asian male student.

Department of Art

There was one position left unfilled in 2011-2012. This Art Education position received 15 applicants via the ASU jobsite.

This position was also advertised through the College Art Association Career Services, the National Art Education Association Career Center, and online at AcademicKeys.com. Letters and position announcements were mailed to all institutional members of the National Association of Schools of Art and Design and the NAEA.

Of 15 applicants: Four were minority candidates.

Department of Music

There were no vacant positions in the Department of Music during 2011-2012.

Department of Theatre

There were no vacant positions in the Department of Theatre during 2011-2012.

Department of Art

The Art Education position has been filled with a non-minority candidate.

Department of Music

There were no vacant positions in the Department of Music during 2011-2012.

Department of Theatre

No faculty positions were filled with minority candidates within the Dept. of Theatre.

II. Development and Retention

- A. A discussion of the recruitment goals for faculty, staff, or students for the 2012-2013 academic year and the action plans that will be utilized to achieve these goals.

Department of Art

Our goals are to continue to aggressively pursue qualified minority candidates for faculty positions using the methods outlined above. The department relies on Human Resources in recruiting minorities for staff positions. Minority students are recruited through scholarship opportunities, portfolio reviews and faculty visits to junior and senior high schools in the region.

Department of Music

The Department of Music continues to aggressively pursue qualified minority candidates for faculty and staff positions, relying on the Coordinator of Diversity Initiatives in recruiting minorities for faculty positions and the Office of Human Resources in recruiting minorities for

staff positions. Minority students are recruited through scholarship opportunities and recruiting visits to public schools and conferences. The instrumental division of the Department of Music anticipates a more aggressive recruiting effort in the Memphis area in 2012-2013 which should increase the number of minority contacts if not the number of minority students actually recruited to the University.

Department of Theatre

Department of Theatre continues to desire an additional faculty position specializing in Multicultural Theatre. It is the opinion of the theatre faculty that such a position continues to be necessary to attract a significant number of minority students to the program.

A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2010-2011 academic year.

Department of Art

At this time the Department of Art has no minority faculty or staff.

Two endowments have been created to assist talented students in purchasing supplies that they could not otherwise afford. While these awards are not directed towards minority students, any student who meets the criteria is encouraged to apply.

Department of Music

The Department of Music continues to aggressively pursue qualified minority candidates for faculty and staff positions, relying on the Assistant to the President for Diversity Initiatives in recruiting minorities for faculty positions and the Office of Human Resources in recruiting minorities for staff positions. Minority students are recruited through scholarship opportunities and recruiting visits to public schools and conferences. The instrumental division of the Department of Music anticipates a more aggressive recruiting effort in the Memphis area in 2012-2013 which should increase the number of minority contacts if not the number of minority students actually recruited to the University.

Department of Theatre

The theatre faculty made specific choices in the ASU Theatre Season in hopes to attract minority students during the 2011-2012 academic year.

Fowler Center

For selected events, Fowler Center will continue to make tickets available to ASU Theatre and Music Departments as well as area high schools to be used for recruiting purposes. Fowler Center also provides vouchers for two free tickets to many nonprofit community organizations for fundraising and recruiting purposes on a community level.

Bradbury Gallery

The Bradbury Gallery invites area schools to exhibitions in the Gallery. Gallery tours are offered free of charge to any interested group and are available during off hours when the gallery is normally closed.

- B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

The College of Fine Arts continues to actively pursue minority students and candidates for faculty positions.

Department of Art

At this time the Department of Art has no minority faculty or staff.

Two endowments have been created to assist talented students in purchasing supplies that they could not otherwise afford. While these awards are not directed towards minority students, any student who meets the criteria is encouraged to apply.

Department of Music

In recruiting new faculty members, music search committees always follow the diversity guidelines in searching for the best candidate to fill a position. The music faculty recruits the best possible students as majors and ensemble members. Our ensembles include many minority students, music majors, and non-majors.

All new faculty members are paired with a mentor to guide them through their first year in the department. The department PRT committee visits with all tenure track faculty to review the tenure process annually and

make recommendations, if necessary, for their continued growth and process through the tenure track.

Department of Theatre

The Department of Theatre faculty continues to seek methods of recruiting and retention of minority students within the Fine Arts: Theatre class, non-major acting courses, and the ASU Theatre productions.

Fowler Center

The Fowler Center is a first class Performing Arts Venue with a 970 seat concert hall; 342 seat proscenium theatre: complete with fly house and scene shop; a black box theatre; a grand hall for receptions and meetings; an art gallery; and numerous classrooms. Frequent requests for tours of the Fowler Center are granted for recruitment purposes campus wide. The facilities are impressive and are thought to be extremely helpful in attracting and retaining faculty, staff, and students.

Upon request, tickets are available to the Music, Theatre, and Art departments for recruitment or retention purposes. We do not ask for, nor do we record information that would quantify the number of minority faculty, staff, and students participating in our tours, performances, workshops, etc.

Printing of the Fowler Center Series brochure has expanded to include Theatre and Gallery events at the center and in the upcoming season will include Music Department events. The quality and quantity of the brochure is such that it provides excellent supplemental recruiting material for various statewide audition events for the Theatre Department, as well as the All-State Music convention and various high school regional band and choir festivals.

Graduate School 2011-2012 Minority Retention Report

I. Recruitment

- A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.

Recruitment at graduate fairs at minority-serving institutions and at other programs that include significant minority student participants included:

SAEOPP McNair/SSS Scholars Research Conference, Atlanta, GA, June 22-24, 2011

Graduate Fair, Rust College (HBCU), Holly Springs, MS, Sept. 12, 2011

Graduate Fair, Mississippi Valley State University (HBCU), Sept. 13, 2011

Graduate Fair, Alcorn State University (HBCU), Sept. 14, 2011

Graduate Fair, Jackson State University (HBCU), Sept. 15, 2011

Graduate Fair, Tougaloo College (HBCU), Jackson, MS, Sept. 16, 2011

Heartland McNair Scholars Research Conference, Kansas City, MO, Sept. 23, 2011

Graduate Fair, Tennessee State University (HBCU), Sept. 27, 2011

Graduate Fair, Alabama A&M University (HBCU), Oct. 3, 2011

Graduate Fair, Stillman College (HBCU), Oct. 4, 2011

Graduate Fair, University of Arkansas at Pine Bluff (HBCU), Oct. 5, 2011

Graduate Fair, Philander Smith College (HBCU), Oct. 13, 2011

SREB Doctoral Scholars Program Institute on Teaching and Mentoring, Atlanta, GA, Oct. 20-23, 2011

Graduate Fair, LeMoyne-Owen College (HBCU), Oct. 31, 2011

Graduate Fair, North Texas State University McNair Scholars Conference, Feb. 18, 2012

Presentation on doctoral degrees to faculty at University of Arkansas at Pine Bluff, April 3, 2012

Graduate Fair, University of Arkansas at Pine Bluff, April 4, 2012

McNair Graduate Information Day, University of Arkansas at Pine Bluff, April 19, 2012

Graduate School hosted visit of prospective students along with faculty advisor from University of Arkansas at Pine Bluff, May 4, 2012

SAEOPP McNair/SSS Scholars Research Conference, Atlanta, GA, June 22-24, 2012

The ASU Graduate School now waives the application fee for applicants who have participated in a McNair Scholars program, a Louis Stokes Alliance for Minority Participation program, or any other federally funded program designed to increase underrepresented minority participation.

Additional GA positions were allocated to Radio-TV and Communication Studies in order to recruit minority graduate students into their program.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-2012 academic year.

Co-Chair of Chancellor's Diversity and Globalization Task Force which developed the report that will form basis for Diversity and Globalization Strategic Plan.

Member of Multicultural Center Advisory Council

- B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

I also serve on the Coordinating Council for the Arkansas Louis Stokes Alliance for Minority Participation (ARLSAMP), an NSF funded initiative that I helped co-write the proposal for.

The College of Sciences and Mathematics 2011-2012 Minority Retention Report

Recruitment

- A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

The College of Sciences and Mathematics is home to a series of programs that are focused on the advancement of qualified students in the STEM disciplines. Some of these are supported by external funding, while others use in-house moneys. It should be noted that faculty representation among the set of Principal Investigators and Directors is evenly distributed from the perspective of gender and diversity within the faculty of the College of Sciences and Mathematics. Additionally, non-faculty program staff also reflect a diverse demographic encouraged through active development of candidate pools during positional hires. The following is a list of programs currently active within the college that are supported externally:

- a. NSF URM Program – Undergraduate Research Mentoring program for cross disciplinary research at the intersection of Biotechnology and the Environment. This program places students from under-represented minority groups into research labs to work one-on-one with faculty members.
- b. NSF GK12 Program – Environmental/Molecular Sciences in the Natural State program that supports graduate students in developing lesson plans for increasing K-12 student involvement with science. Both the recruitment of graduate students and participating schools involve a focused effort to increase underrepresented minority participation. This program also exposes K-12 students to ASU and aids with recruiting them later in their careers.
- c. NSF Noyce Scholars Program – The Noyce Scholars program supports increasing the number of qualified STEM Teachers who will be committed to bettering education in Arkansas. The recruitment of participating students involves a focused effort to increase underrepresented minority student participation. Like the GK12 program, this one also places ASU students into K-12 classrooms, thus exposing those students to ASU and aiding with recruitment later.
- d. NSF ARKLSAMP – Arkansas Louis Stokes Alliance for Minority Participation. This consortium of 8 institutions statewide provides

underrepresented minority undergraduate STEM majors with research training and opportunities during their freshman year in college.

- e. DOE McNair Achievement Program – The McNair Achievement program provides support to junior and senior undergraduate students interested in pursuing advanced degrees. The main focus of the program is to support first generation, low income students. The program also allows for up to 1/3 of participating students to be from underrepresented minorities. Faculty participation is crucial to the success of the program and the 12 faculty members currently serving as mentors provide a diverse pool of experience that reflects both the gender and racial makeup of the college.
- f. ELF Project - This NSF S-STEM sponsored program endeavors to recruit under-represented minority and first generation students to the STEM disciplines by providing \$5,000 scholarships annually along with research opportunities and a seminar series.

Some of the programs for minority recruitment do not have external support. These are internally funded from various sources. Amongst them are:

- a) The STEM Den – The STEM Den is a living/learning community for students studying in the STEM disciplines that began fall of 2010. Recruitment for membership was focused on building a diverse group and resulted in a 60/40% split female/male. The PI of the URM program also dedicated funds to URM students interested in living in the STEM Den. Programming for the community contained opportunities related to understanding/enhancing diversity within the sciences.
 - b) New Recruiting Brochures and c– The college recently went through a branding exercise to create our “Element of Experience” motto. Creative Services has created all brochures and advertising materials. These will be sent out to area schools and used in the recruiting fairs both we and the dean of the Graduate School attend.
- B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in fall 2011 and re-enrolled in spring 2012.
- C. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

This year, the College of Sciences and Mathematics held position searches in Biology (zoologist position), Chemistry (organic and analytical positions), and Physics (non-defined specialty). For each search, care has been taken to structure ads, informally network, and seek advertising channels that would disseminate the

position announcement to a wide audience, to insure as diverse a pool as possible at the start of the hiring process. The results of the searches were:

- a. The search for the Biology position has just been advertised. No selection has taken place.
 - b. The final candidate pool in the Organic Chemist position search yielded two Asian males and one Caucasian male. At this time, candidates are still being interviewed.
 - c. The final candidate pool for the Analytical Chemist position yielded one Asian male, one Caucasian male, and one Middle Eastern female. The position has been offered at this time to the female candidate, and negotiations are proceeding.
 - d. The final candidate pool for the position in Physics included 2 Caucasian males and 1 Asian male. The position has been offered to the Asian male at this time, and negotiations are proceeding.
- D. Information regarding positions within your areas that were filled with minority candidates - See above.

Develop and Retention

A discussion of activities and/or resources that were utilized to develop minority faculty, staff or students during the 2011-2012 academic year.

In addition to the above listed grant activities, the College of Sciences and Mathematics continues to provide development opportunities for all faculty, with emphasis on mentoring given to members of the faculty who were within 5 years of obtaining their PhDs. Follow up discussions on topics related to student affairs, effective recruiting, the importance of advising, and attention to issues faced by students from diverse (economic, gender, race) backgrounds were held. The ongoing discussions continue to support the underlying goal of embedding consideration of diversity issues within the fabric of faculty life.

The College also made funds available for faculty travel to conferences to supplement other money available. This offer of travel funds was extended to faculty to travel to Washington, D.C. to talk with program officers of funding agencies, thereby helping faculty with finding support for their research. Travel moneys were also used to bring outside researchers to campus to talk with faculty about possible collaborations.

Discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

The College of Sciences and Mathematics is currently in a state transition with a

change in leadership. Going forward, we will continue to develop an overall strategic plan for the college that was started by the previous administration. This effort will be aided by the recent creation of a CSM Advisory Board that consists of members of the public. We expect to undergo a strategic planning exercise in the fall that will include objectives for the recruitment and retention of faculty, staff, and students.

College of Humanities and Social Sciences 2011-2012 Minority Retention Report

I. Recruitment

A. Faculty

The College of Humanities and Social Sciences completed ten full-scale faculty searches this year. We also completed a search for a new dean. Our incoming dean is in the process of moving here at the moment after years of experience as a faculty member and an administrator at Suffolk University in Boston.

In History, the retirement of two full professors, both Caucasian females, led to the hiring of one Caucasian female assistant professor and one U.S.-born male of Hispanic heritage.

The Department of English & Philosophy was impacted by the sudden departure last spring of an African American woman faculty member and her Caucasian husband. The philosophy program replaced the couple with two new hires – both Caucasian, one a woman from Florida and the other a man earning his degree from the University of Arizona. The woman specializes in the philosophy of race and gender and will teach courses in this area.

The English half of the department also conducted two searches. The search for a new 12-month Director of Composition resulted in a failed search after the two top people turned us down. (A current member of the department will move up to fill this role this year.) The other search for a scholar of 15-17 century English literature led us to make an offer to a Ph.D. from the University of Colorado – a Caucasian female; we have received a verbal commitment.

In World Languages & Cultures offers have been extended and accepted by three individuals: a Caucasian female from the U.S., a Hispanic male from Peru, and a young man from Spain. An instructor in the department announced his resignation just recently and the department will be searching for this and three off-budget positions shortly.

Finally, Political Science conducted a search for a specialist in International Relations. The search took a surprising turn when the individual initially offered the job had a problem with the criminal background check. The position has now been offered to two other candidates (both female, one a Caucasian American, the other from Turkey) but both had accepted other offers. A fourth candidate will have an on-campus interview this week.

To summarize, the college has thus far extended several job offers including offers to two individuals who identified themselves to ASU as multiracial. Aside from three Hispanic men who will join our faculty, it appears that the other positions will go to native born Caucasian Americans.

Currently the college includes seven full-time minority faculty members (five African Americans, one Hispanic-American, and one Filipino-American) out of a total of 77 full-time faculty members. The number is down two from last year. In other words, 9.09% percent of the full-time faculty members in the college are African-American, Hispanic-American, or Asian-American. (I have not included in these figures permanent U.S. residents who have migrated to the United States. Included in this group are faculty members from Spain, Taiwan, China, and India.) Additionally, the Department of English and Philosophy has two African Americans teaching as temporary full-time off-budget instructors this year, and World Languages & Cultures has one African American full-time off-budget instructor and one Hispanic.

In addition to its inclusion of minority faculty members, the college also has an impressive global reach. Our faculty roster includes a number of international scholars from such countries as India, Spain, Germany, Ecuador, China, Taiwan, and the Ukraine.

B. Staff

The College includes a total of eight classified staff members. Two of the eight current staff members are minority group members (one Mexican-American and one African-American). The rest are Caucasian. Twenty-five percent of the CHSS staff members come from minority groups. This number is down one from last year. An African American female accountant, a member of the Dean's Office staff, moved to Pittsburgh in September.

C. Students

See Institutional Report in Appendix.

II. Development and Retention

A. Faculty

The College of Humanities and Social Sciences is eager to develop and retain all highly-qualified faculty members, and we are especially eager to retain those faculty members who enhance the university's diversity. Altogether in 2011-2012 there were four members of minority groups in tenure-track faculty lines (2 African-American, 1 Hispanic-American, 1 Filipino-American), 3 minorities in permanent full-time instructor lines (all African-American), and 3 African Americans in temporary full-time instructor lines. That brings to 10 the total number of minority group members who taught in the

College in 2011-2012.

The college is cognizant of the extra work expected of minority group members. They serve on more than their fair share of search committees, and often have extra responsibilities in the area of advising. The college is appreciative of all that they do.

Indeed, when it appeared that one of our most active minority faculty members was at risk of being lured to a larger university this past year, the Dean's Office worked closely with the Provost to assure that inducements were in place to keep this individual here.

B. Staff

There are two members of minority groups employed as classified staff in the College of Humanities and Social Sciences. Our ability to attract more minorities to staff positions depends on ASU's continuation of such benefits as the tuition discount for ASU employees and their families. We also need to do what we can to enhance salaries.

C. Students

Minority students have also taken advantage of various activities in the college that are open to all of our students. Two African American students and one Hispanic American student participated on ASU's moot court team. In fact, these three students were among the team's most decorated members. An African American student is the president-elect of the Pre-Law Club for 2012-2013. Other minority students were involved in Model UN activities both on campus and at the regional gathering in St. Louis.

III. Future Directions

The College of Humanities and Social Sciences is fully committed to the goal of diversity. It is unclear how many positions will open up in the college next year, but we will do whatever we can to assure that each of these positions attracts qualified minority candidates. We are also committed to gender diversity. We are proud of one of our majors who is the student who received a diversity excellence award this year for his work on behalf of ASU's LGBT community. We also proud of two of our faculty members who received Friend of Diversity awards in April.

We will continue our efforts to attract minority students to our classes – as majors, minors, graduate students, and general education students. We intend to advertise the M.A. in Criminal Justice and to make students more familiar with the range of programs that have long been available in our college, such as the African American Studies minor. We will also continue initiatives intended to benefit the Hispanic community, such as our internship program for Spanish majors.

Finally, we will do our best to heighten the entire university community's awareness of this nation's rich diversity. This past year we were not as successful as we usually are in

attracting a diverse group of featured speakers and performers at events like the Greenfield Lecture and the Delta Symposium, although one faculty colleague did organize an outstanding Friday morning panel for the Delta Symposium. And the whole theme of Constitution Day was “Civil War/Civil Rights: Anniversaries in Need of Reflection” which led to featured sessions on a new documentary about the Freedom Riders and a discussion of the book and movie “The Help” that featured two African American and one Caucasian female faculty member. We will redouble our efforts in 2012-2013 to bring in minority group members as speakers and performers.

The College is appreciative of the support it has received from the Office of Diversity Initiatives. The Office has played a role in supplementing faculty salaries and providing some funding for faculty development, bringing in a range of students for Constitution Day, sending out our Moot Court team for national competitions, and making possible a number of other activities.

We are excited by the prospects for making progress in all areas related to diversity at Arkansas State University.

Dean B. Ellis Library 2011-2012 Minority Retention Report

I. Recruitment

In Fiscal Year 2012 the Dean B. Ellis Library has experienced only two vacancies among its permanent non-administrative personnel. One position was a Library Supervisor classified staff position, and it was decided that this position would not be filled. The second vacancy was a professional Archivist position, with the specialized responsibilities of a processing archivist who has experience with digital archives.

The Archivist position was posted in PeopleAdmin and paid advertising and mailed notifications to HBCUs were utilized for this position. There were no minority applicants among the 54 who applied for the position and the position was filled by a non-minority.

Throughout the Dean B. Ellis Library, specific emphasis is also placed on hiring and maintaining a diverse part-time student employee group. We have been very successful this year in that regard. As of April 4, 2012, there are thirty part-time student employees in the library. Of those thirty, there are ten African Americans, one Hispanic American, and an additional seven are foreign nationals.

Of thirty-two filled permanent positions in the Dean B. Ellis Library, five are held by minorities (African Americans) in the following positions:

- Library faculty (Librarian) (1)
- Library Technician (1)
- Library Support Assistant (2)
- Administrative Specialist I (1)

II. Development and Retention

Two minority classified staff members are currently pursuing completion of a bachelor's degree and are receiving the staff development privilege of enrolling in one course per semester during the regular workday schedule. One of these individuals has expressed an interest in and is being actively encouraged to consider pursuing a master's degree in Library and Information Science and has been made aware of the Professional Education Stipend plan within the Dean B. Ellis Library. Under this plan, the library, using the Library Enrichment Fund Foundation account, will support the cost of library-related graduate professional education up to \$150 per graduate credit hour.

This program was successfully utilized by the current minority member of the library faculty in 2005 and 2006.

All of our minority personnel are actively encouraged and supported in pursuing continuing education and professional activities, separate from allocated professional travel funding awards. One minority staff member was elected president-elect of the statewide Arkansas Library Paraprofessionals (ALPS) organization. The level of support ranges from mileage to attend in-state meetings to subsidized attendance at conferences and workshops. The total for this type of financial support in FY2012 will be approximately \$1,650. Additionally, each library faculty member has access to up to \$1,000 in professional travel funds in FY2012. The minority library faculty member is fully utilizing these funds for the current fiscal year, bringing the total level of financial support for continuing education and professional activities to approximately \$2,650. The library faculty member and three of the four minority classified staff are being served by these expenditures. The other minority classified staff member did not utilize available financial support for professional development in FY2012, although they have participated in various opportunities that have been available at no cost to ASU employees.

The Dean B. Ellis Library is committed to maintaining a strong and diverse group of faculty and staff. We continue to seek opportunities to develop, retain, and advance our minority personnel. Our goal is to maintain a positive working environment where all personnel, and especially minority personnel, are encouraged to develop their skills and competencies so that they will not only be retained at the Dean B. Ellis Library, they will also be leading candidates for upgrades or promotions as opportunities become available.

College of Nursing and Health Professions 2011-2012 Minority Retention Report

Department of Clinical Lab Sciences Minority Recruitment/Retention Report

- I. Recruitment:
 - A. Recruitment of full-time faculty: no activity required
 - B. Recruitment of staff: no activity required
 - C. Recruitment of students:
 - a. Participate in the College of Nursing and Health Professions (CNHP) spring and/or summer health camps, which have a minority emphasis.
 - b. The Departments participate in Select a Major fair and offers career to all students.
 - D. Minority students who applied for admission to CLS Programs in 2012:
 - a. Of the 25 students who applied, 3 were minority and all 3 were accepted into the CLS Programs

- II. Development and Retention.
 - A. The CLS Program did not develop any specific recruiting strategy for minority students beyond what was employed by the CNHP. The Program is “color blind” in our recruiting efforts.
 - B. Retention concepts follow that outlined in the Undergraduate Bulletin. The CLS Program provides remediation for ALL students who are having difficulty with the curriculum.

- III. Graduates
 - A. Of the 21 students graduating in the 2011-2012 academic year, 5 were minority students (24% of the graduating class).

Department of Communication Disorders Minority Recruitment/Retention Report

- I. Recruitment
 - A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.

The Department employed a full complement of staff members, and therefore, no active searches were initiated for staff personnel. We did, however, complete a

national search to fill a faculty vacancy. The national search resulted in receiving applications from three qualified applicants with two being females and one male. We have made a formal offer to one of the female applicants who is very well qualified and she has accepted our offer. As of this writing, an ESF is being completed as well as a “request for contract.”

The Department routinely participates in or sends the recruitment information with a recruiter from the ASU Graduate School who represents the department in a variety of Graduate Recruitment Fairs in the region. The Graduate School then provides us with contact information of students who have expressed interest in our degree programs. We then contact each interested student via e-mail, telephone, and/or the postal service to discuss admission deadlines, program requirements, and the potential for graduate assistant positions. Additionally, the CD Graduate Program has posted our graduate admissions criteria and deadlines on a national website hosted by the American Speech-Language-Hearing Association. This website serves as a national and international “clearinghouse” of admissions information for accredited CD graduate programs and is viewable to interested students of all ethnicities from around the globe. As a result of this “visibility” the MCD Program at ASU has a student recruitment strategy that has the potential to reach interested students around the world. In the most recent graduate admission period ending February 28, 2012, we received 139 applications seeking admission to our graduate program in Communication Disorders. Of that total, 115 were eligible for admission based on GRE scores, GPA, and other required criteria. The following list provides information regarding the applicants’ home states and ethnicity if they reported ethnicity on the graduate application forms:

Applicants:

- 85 applicants - Arkansas (41 Caucasians; 3 African-American; 1 Hispanic; 40 no report)
- 5 applicants from Mississippi (1 Caucasian; 4 no report)
- 5 applicants from Missouri (1 Caucasian; 4 no report)
- 4 applicants from Tennessee (1 Caucasian; 3 no report)
- 5 applicants from Texas (1 African-American; 1 Hispanic; 3 no report)
- 2 applicants from Michigan (2 no report)
- 1 applicant from Alaska (1 no report)
- 1 applicant from Arizona (1 no report)
- 1 applicant from California (1 no report)
- 1 applicant from Indiana (1 no report)
- 1 applicant from Minnesota (1 no report)
- 1 applicant from New Mexico (1 no report)
- 1 applicant from New York (1 Polynesian)
- 1 applicant from Ohio (1 no report)
- 1 applicant from Wisconsin (1 no report)
- 2 international applicants (2 from India)

Applicants Not Eligible for admission:

24 ineligible applicants (1Caucasian; 2 African-American; 1 Biracial; 2 Asian; 18 no report)

At the undergraduate level, the Department is very active in local preview days, NSO's, AHEC health career days, and a variety of ASU and CNHP open house activities.

B. Number of minority students

At the graduate level, one female student of African-American descent and one that is biracial were admitted to the CD Graduate Program in the summer of 2011 and have maintained active enrollment and progress toward the degree since that time.

At the undergraduate level, 23 minority students have declared CD as a major and are taking courses that should lead to a degree. Twenty one (21) of these were African – American students with eighteen being female and three being male. The remaining two students are of Hispanic descent.

C. Position offers to minority candidates

None has been offered as of this date, though I do not know if any of the applicants for the vacant faculty position was of minority status.

D. Positions filled with minority candidates

None

II. Development and Retention

A. Activities and/or resources used to develop minority faculty, staff, and students.

Title of the Activity: National Black Association for Speech, Language, and Hearing
Purpose of the Activity: One faculty members serves on the Board of Directors for the National Black Association for Speech, Language and Hearing. It is hoped that her continuing involvement on the Board will allow her to assist with and advocate for national initiatives to encourage more minority students to pursue degrees (including the Ph.D.) in Communication Sciences and Disorders. With her leadership, the Department of Communication Disorders would like to become more proactive in this effort.

B. Goals for faculty, staff, or students

CD faculty development and retention plans will continue to focus on assisting faculty in meeting the criteria for promotion and tenure at ASU. The action plan includes the following:

1. Annual assessment of faculty performance will serve as “benchmarks” for determining the faculty member’s progress toward promotion and tenure with regard to teaching, research, and service.
2. Feedback regarding teaching (both clinical and didactic) performance is provided each semester.
3. Departmental travel funds are available annually to all faculty members to be used for professional development. If faculty members have specific development needs that exceed the Department’s financial capability, they are encouraged to seek financial assistance from other units on campus including the Dean’s Office in CNHP.

CD student development and retention plans continue to focus of summative and formative assessments of student performance in both academic courses and practicum courses that should lead to undergraduate and graduate program admission, graduate program completion, and success with the national licensure exam. The action plan for student development and retention will include the following:

1. Periodic formative and summative assessment of undergraduate majors necessary for admission to the CD Program.
2. Ongoing assessment of knowledge and skills acquisition in major courses and clinical experiences with prescribed remediation plans for individual students who do not perform at expected levels.
3. Monitoring graduate student performance in the knowledge and skills sets needed for success on the national licensure exam.

**Department of Medical Imaging & Radiation Sciences
Minority Recruitment/Retention Report**

I. Recruitment:

A. Recruitment of full-time faculty:

Advertised in national journal
Personal contact of Minority Faculty

- a. Recruitment of staff: No activity required.
- b. Recruitment of students:
 - i. Participate with the College of Nursing and Health Professions (CNHP) when spring and/or summer health camps are conducted which have a minority emphasis.

- ii. The Department participates in Select a Major fair and offers career to all students.
 - B. Minority students who applied for admission to MIRS Programs in 2011:
 - a. Of the 109 students who applied, 7 were minority and 4 were accepted into the MIRS Programs.
 - C. Not applicable.
 - D. Not applicable.
- II. Development and Retention.
 - A. See 1.A
 - B. The MIRS Programs did not develop any specific recruiting strategy for minority students beyond what was employed by the CNHP. The Programs are color blind in their recruiting and selecting efforts. Retention concepts follow that outlined in the Undergraduate Bulletin. The MIRS Programs do provide remediation for ALL students who are having difficulty with the curriculum.

**School of Nursing
Minority Recruitment/Retention Report**

- I. Recruitment
 - A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.

A proposal was submitted to the Robert Wood Johnson Foundation for New Careers in Nursing for the 2011-2012 academic year for six (6) \$10,000 scholarships for students from groups underrepresented in nursing. Unfortunately this was not funded. A proposal was not submitted for the 2012-2013 academic year due to multiple reasons.

To recruit more minority nursing faculty several current graduate students were hired in fall as adjunct faculty for a Health Assessment Practicum. During the semester they were assisted and mentored by full time faculty. This was to encourage an interest in nursing education.
 - B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number

of minority students who actually enrolled in fall 2010 and re-enrolled in spring 2011.

The number of pre-nursing minority students admitted to ASU is not kept by the School of Nursing. We do keep data on the number of minority students accepted to the School of Nursing. Our School of Nursing applications do not include racial or ethnic demographic data but the information is collected for accepted students.

- C. Information regarding the number of position offers extended to minority candidates during the 2010-2011 academic year.

None, one minority applicant applied for an Administrative Specialist II position at Jonesboro and was not qualified for the position.

No minority faculty applicants for the position open for the 2011-2012 academic year. We are interviewing for 2012-2013 positions and no minority candidates have applied.

- D. Information regarding positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

No ethnic minority candidates filled positions in the School of Nursing. Males are also minorities in Nursing. The current faculty of the School of Nursing includes one ethnic minority and one male.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2010-2011 academic year.

Hiring the minority graduate students as adjunct faculty provided an opportunity to develop an interest in nursing education and develop them as educators. Full-time faculty worked with the adjunct faculty.

Faculty spend individual time with all students having difficulty in courses, some of the students are minority students. Structured learning assistance and learning assistance tutoring was available to all sophomore and junior students and some of the students using the services were minority students.

- C. A discussion of the development and retention goals for faculty, staff, or students

and the action plans that will be utilized to achieve these goals.

The goal is to retain all minority students who are accepted to the School of Nursing. Structured Learning Assistance was required of all sophomore students until the first exam during 2011-2012. SLA helps all students including minority students with learning the difficult concepts and critical thinking required in nursing.

Learning assistance/tutoring was available for all junior students and all students were directed to seek tutoring if exam scores were low.

The goal is to retain all minority faculty and staff hired by the School of Nursing. Each staff and faculty is assigned a mentor. The purpose of this relationship is to guide the person through the specific requirements of the School of Nursing and provide a readily available resource person. No new faculty or staff were hired.

Department of Physical Therapy Minority Recruitment/Retention Report

I. Student Recruitment

- A. In 2011-2012 minority student recruitment focused on coordinated activities with the Graduate School, New Student Orientation and other campus recruitment fairs. However, the faculty determined that a more focused effort needs to be in place for targeting minority students at an earlier time in the student's career (junior / senior high school students). See Section II-B for plan.

- B. The application for admission to the physical therapy programs at this time does not require applicants to disclose information about race or ethnicity. The racial/ethnicity breakdown on students admitted in the doctoral program in physical therapy in the fall of 2011 is as follows:

Racial/Ethnic	
White/Non-Hispanic	<u>27</u>
Black/Non-Hispanic	<u>1</u>
Asian or Pacific Islander	<u>2</u>
Hispanic	<u> </u>
American Indian or Alaskan Native	<u> </u>

- C. The Department of Physical Therapy extended a faculty position offer to one minority candidate in 2012 for one of three open faculty positions. All job openings were announced through APTA and the Chronicle of Higher Education.

- D. One minority candidate accepted our offer and plans to begin a full-time appointment in August 2012.

II. Development and Retention

- A. One minority faculty member attended a faculty development workshop for new PT/PTA faculty hosted by Ithaca College in New York which the program spent approximately \$1,350. Currently, this faculty member is involved with completing a Ph.D. and receives mentoring from a senior faculty member.
- B. Faculty- Currently, the department does not have vacant lines. For future searches, the faculty search committee will make every effort to ensure that job application information is located in high visibility areas where potential minority faculty members may seek job information.

Student Plan- The plan for 2012-2013 will include targeting efforts to KIPP Delta Public Schools and local counselors in the high schools. The plan includes offering mentorship to students about physical therapy. Additionally, the program will seek funding to provide academic camp opportunities for minority students. Currently, the program does not offer academic camp opportunities but plans to offer a camp in summer 2013. During the summer camp, minority students will have the opportunity to apply for a "Fellowship in Physical Therapy for High School Students". This program is a competitive based program that allows for students to be paired with a mentor in physical therapy and provide shadowing opportunities for the student.

Department of Social Work Minority Recruitment/Retention Report

I. Recruitment

- A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.
- The Department of Social Work has successfully recruited minority faculty members in the past and anticipates using similar strategies for recruiting future faculty members. These strategies include posting open positions on the website of our accrediting institution, the Council on Social Work Education, and recruiting potential faculty members at professional conferences. In addition, personal networking is utilized to enhance these recruitment strategies.

- The Department of Social Work does not have programs specifically designed to recruit minority staff. However, we have worked successfully with minority graduate assistants and we expect that this will continue in the future.
- Although the Department of Social Work does not have programs specifically designed to recruit minority students, approximately 24% of our undergraduate student body meets minority criteria. Approximately 20% of our graduate student body is African American and we have one graduate Hispanic student.

B. Information regarding the number of minority students who applied for admission into Arkansas State University, the number who were accepted, and the number of minority students who actually enrolled in fall 2011 and re-enrolled in spring 2012.

Program	Applied for Admission	Accepted	Enrolled Fall 2011	Re-enrolled Spring 2012
BSW	39	18	12	9
MSW	19	10	10	10

C. Information regarding the number of position offers extended to minority candidates:

- The Department of Social Work extended one offer to a minority candidate for a 9-month faculty position.
- One Title IVE Field Trainer position was offered to a minority candidate.

D. Information regarding positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

- The 9-month faculty position offer was accepted for August 2012.
- One graduate assistant position was filled with a minority candidate.
- The Title IVE Field Trainer position is pending at this time.

II. Development and Retention

A. A discussion of the activities and/or resources that were utilized to

develop minority faculty, staff, or students during the 2011-2012 academic year.

- Cultural competence is required of all advisors within the Department of Social Work. Faculty are also encouraged to utilize the Early Alert system to connect students with additional support service when attendance or other issues jeopardize their academic status. In addition, the department sponsors a chapter of the National Association of Black Social Workers, which offers peer support for minority students as well as opportunities to participate in service-oriented activities.
- One minority faculty member completed a Fifth-year PRT review and received feedback regarding areas for improvement for her tenure application next year. This faculty member was also encouraged to apply for “special projects” funding, which she received, to support participation in an international conference this summer to enhance her scholarship portfolio.

B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

Goals for 2013 include:

- Supporting pre-tenure minority faculty as they pursue excellence in the areas of teaching, scholarship, and/or service
 - Department Chair will work with the Department PRT representative to ensure appropriate instruction and support for all pre-tenure faculty
- Offering graduate assistantships to minority applicants when appropriate
- Providing culturally competent advising for all students, including referrals to Early Alert and other campus-based support services, as needed
 - Department Chair will work with advisors and faculty to ensure they are aware of Early Alert referral process and other support services

Department of Medical Imaging & Radiation Sciences Minority Retention Plan

II. Recruitment:

A. Recruitment of full-time faculty:

Advertised in national journal
Personal contact of Minority Faculty

- a. Recruitment of staff: No activity required.
- b. Recruitment of students:
 - i. Participate with the College of Nursing and Health Professions (CNHP) when spring and/or summer health camps are conducted which have a minority emphasis.
 - ii. The Department participates in Select a Major fair and offers career to all students.
- B. Minority students who applied for admission to MIRS Programs in 2011:
 - a. Of the 109 students who applied, 7 were minority and 4 were accepted into the MIRS Programs.
- C. Not applicable.
- D. Not applicable.

II. Development and Retention.

- A. See 1.A
- B. The MIRS Programs did not develop any specific recruiting strategy for minority students beyond what was employed by the CNHP. The Programs are color blind in their recruiting and selecting efforts. Retention concepts follow that outlined in the Undergraduate Bulletin. The MIRS Programs do provide remediation for ALL students who are having difficulty with the curriculum.

Student Affairs

2011-12 Minority Recruitment and Retention Plan

I. Recruitment

A. Discussion of the activities, programs, and resources utilized to recruit minority faculty, staff, or students.

Admissions

Title of the Activity/Program: Travel

Purpose of the Activity/Program: During the recruitment season, Admissions staff travel throughout the Delta, in north and southeast Arkansas, southeast Missouri, west Mississippi, and Memphis, Tennessee for minority recruitment. During school visits/college fairs, material is distributed to prospective minority students pertaining to various academic programs. An Office of Admissions representative also speaks each year with local students who are members of the migrant community. This program is coordinated through an area cooperative.

Financial Amounts Expended for the Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: N/A

Anticipated Outcomes (Short-term and Long-term): Increase students' awareness of and interest in ASU through promotion of various academic programs and organizations to encourage them to apply for admission, visit campus, and enroll at ASU.

Title of the Activity/Program: Presentation to TRIO Programs

Purpose of the Activity/Program: The Admissions office works with high school, middle school, and elementary schools who have implemented programs that target at-risk/first generation students by introducing and preparing them for college.

Financial Amounts Expended for the Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: N/A

Anticipated Outcomes (Short-term and Long-term): Increase students' awareness of and interest in ASU through promotion of various academic programs and organizations to encourage them to apply for admission, visit campus, and enroll at ASU.

Title of the Activity/Program: Follow-up Contact with Minority Students

Purpose of the Activity/Program: On the request for information cards, students are provided the option of identifying themselves as a minority. This information is used in several ways. First, it provides information about the number of students we are reaching. Second, targeted mailings are sent from our office. Third, follow-up contact information is sent to other offices or organizations.

Financial Amounts Expended for Activity/Program: N/A
Number of Minority Faculty, Staff, or Students Served: 2,230
applications received for fall 2011 term.

Anticipated Outcomes (Short-term and Long-term): Increase students' awareness of and interest in ASU through promotion of various academic programs and organizations to encourage them to apply and enroll at ASU.

Associate Vice Chancellor

Title of the Activity/Program: The Sonja Williams Scholarship sponsored by the Northeast Arkansas Delta Sigma Theta Alumnae Chapter

Purpose of the Activity/Program: Provide academic assistance to an African American student from Jonesboro.

Financial Amounts Expended for Activity/Program: \$1,000

Number of Minority Faculty, Staff, or Students Served: 1

Anticipated Outcomes (Short-term and Long-term): Increase the number of African American students from Jonesboro attending ASU and to improve the image of ASU in the Jonesboro community.

Title of the Activity/Program: "Back to School" Day

Purpose of the Activity/Program: Provide an educational venue for African American high school students and their parents in preparation for the start of a new school year.

Financial Amounts Expended for Activity/Program: \$750

Number of Minority Faculty, Staff, or Students Served: 52 high school students, 16 parents

Anticipated Outcomes (Short-term and Long-term): Provide educational and motivational sessions for students and parents to prepare them for the upcoming school year. Topics include self-esteem, importance of the ACT test, reasons to avoid the legal system and answers parent questions. The goal is to reduce the number of incidents in the schools and improve the students' motivation to succeed.

Title of the Activity/Program: Employment opportunities

Purpose of the Activity/Program: Provide funds for students to work who may have qualified for work study but did not receive it.

Financial Amounts Expended for Activity/Program: \$6,500

Number of Minority Faculty, Staff, or Students Served: 3 students

Anticipated Outcomes (Short-term and Long-term): Assist students in their endeavor to remain at ASU. The funds are carryover funds from previous closed out grants that provided work opportunities for select students in need but unable to find employment on campus.

Disability Services

Title of the Activity/Program: Multicultural Displays

Purpose of the Activity/Program: Displays spotlight people from various

minority groups that have made significant contributions in society. A theme is chosen for each display which includes “famous firsts” and people in the news and their accomplishments. Information on a specific disability and minorities with the disability is also provided. Displays are typically changed every three months. Displays are located in the reception area of Disability Services.

Financial Amounts Expended for Activity/Program: \$50

Number of Minority Faculty, Staff, or Students Served: Unknown

Anticipated Outcomes (Short-term and Long-term): Increase awareness of historical accomplishments, achievements and contributions of minorities, as well as, develop high regard and appreciation of other cultures. This is also encouraging to students who realize that others, like themselves, can and do make significant achievements regardless of barriers.

Title of the Activity/Program: Golf Cart Transportation (GCT) Program

Purpose of the Activity/Program: The GCT program was designed to transport students with mobility impairments to and from classes. A diverse population took advantage of this program.

Financial Amounts Expended for Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: 32

Anticipated Outcomes (Short-term and Long-term): Provide physical access for students with disabilities at ASU. Drivers also have the opportunity to work with diverse populations.

Title of the Activity/Program: Assistive Technology

Purpose of the Activity/Program: Provide technology training, services and alternative textbook formats for students with disabilities.

Financial Amounts Expended for Activity/Program: \$800

Number of Minority Faculty, Staff, or Students Served: 18 students

Anticipated Outcomes (Short-term and Long-term): Increase the opportunity for academic success.

Title of the Activity/Program: Equipment Loan

Purpose of the Activity/Program: Provide equipment for loan to students with disabilities.

Financial Amounts Expended for Activity/Program: Approximately \$2,800

Number of Minority Faculty, Staff, or Students Served: 21 minority students

Anticipated Outcomes (Short-term and Long-term): Increase the opportunity for academic success.

Title of the Activity/Program: Disability Services Student Employee Training

Purpose of the Activity/Program: Training provided to work study students

and part-time employees. Topics covered include: etiquette, tips on how to handle difficult people, responsibility as an employee including punctuality, attitude, etc, and a brief overview of Disability Services.

Financial Amounts Expended for Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: 9

Anticipated Outcomes (Short-term and Long-term): Student employees learn Disability Services' purpose and mission in order to serve all students more efficiently.

Title of the Activity/Program: Best Practices Webinars

Purpose of the Activity/Program: Develop and maintain compliant ADA/Section 504 programs and services. This was a "Best Practices" webinar for faculty and staff conducted by Salome Heyward and Associates. Webinar topics included Students with Asperger's Syndrome, Access to Technology, and Revised Regulations

Financial Amounts Expended for Activity/Program: \$325

Number of Minority Faculty, Staff, or Students Served: Six staff

Anticipated Outcomes (Short-term and Long-term): Assist staff to be better trained for ADA/Section 504 compliance.

Title of the Activity/Program: Note Taking Program

Purpose of the Activity/Program: Provide students with disabilities notes from their classes and provides volunteer opportunities for ASU student.

Financial Amounts Expended for Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 31 minority students serve as volunteer note takers and 20 minority students with disabilities take advantage of the program.

Anticipated Outcomes (Short-term and Long-term): Increase the opportunity for academic success.

Title of the Activity/Program: iPad2 Study Workshop

Purpose of the Activity/Program: Professional presentation of iPad2 study: Effects on Note Taking, Time Management, and Exam Preparation with College Students with and without Disabilities.

Financial Amounts Expended for Activity Program: N/A

Number of Minority Faculty, Staff, or Students Served: Study surveyed seven minority student volunteers and three minority students with disabilities.

Anticipated Outcomes (Short-term and Long-term): Study is a basis for future research on technology to improve our services with volunteers and students with disabilities.

Title of the Activity/Program: Academic Success and Access Program (ASAP)

Purpose of the Activity/Program: Peer mentoring program with provides

students with disabilities peer assistance and mentorship during transitional stages of their academic career.

Financial Amounts Expended for Activity Program: NA

Number of Minority Faculty, Staff, or Students Served: 24 students

Anticipated Outcomes (Short-term and Long-term): Provide students with disabilities support services including peer mentoring, tutoring, and study skills enhancement while transitioning them into campus-wide support service programs.

Title of the Activity/Program: Disability Parking Program

Purpose of the Activity/Program: Disability Parking is designed to facilitate disability parking on the ASU campus.

Financial Amounts Expended for Activity Program: N/A

Number of Minority Faculty, Staff, or Students Served: 20

Anticipated Outcomes (Short-term and Long-term): Ensure adequate disability parking accommodations on the ASU campus for students, faculty and staff.

Financial Aid

Title of the Activity/Program: Thompson Minority Scholarship

Purpose of the Activity/Program: The Thompson Minority Scholarship program awards scholarships to incoming African American freshman and currently enrolled African American students. It also provides funding to help support the efforts of the Strong-Turner Alumni Association.

Financial Amounts Expended for Activity/Program: \$20,000

Number of Minority Faculty, Staff, or Students Served: Five incoming freshman students and five current students

Anticipated Outcomes (Short-term and Long-term): Increase the enrollment of entering African American freshman and increase the retention rates of currently enrolled students by honoring academic achievement and eliminating financial barriers.

Title of the Activity/Program: Camp College

Purpose of the Activity/Program: Provide sophomore high school students with federal, state, and institutional financial aid and scholarships information.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 140

Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes scholarships available at ASU.

Title of the Activity/Program: High School Financial Aid Night (Jonesboro, Wynne, Valley View, Nettleton, Bay, Blytheville, Paragould)

Purpose of the Activity/Program: Provide high school seniors and parents with federal, state and institutional financial aid and scholarships information.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 101 total students served

Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes scholarships available at ASU.

Title of Activity/Program: Financial Aid Day at ASU-Paragould Campus

Purpose of Activity/Program: Provide currently enrolled students with federal, state, and institutional financial aid and scholarships information.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 3

Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes at ASU. Provide students with financial aid and FAFSA help.

Title of the Activity/Program: First Year Experience Support

Purpose of the Activity/Program: Provide currently enrolled students with federal, state, and institutional financial aid and scholarships information.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 264 total students served

Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes and requirements at ASU.

Title of the Activity/Program: Brother to Brother Support

Purpose of the Activity/Program: Provide currently enrolled students with federal, state, and institutional financial aid and scholarships information.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 43

Anticipated Outcomes (Short-term and Long-term): Provide financial aid information to students and encourage them to apply for financial aid early in the award year.

Title of the Activity/Program: Arkansas Single Parent Scholarship Fund

Purpose of the Activity/Program: Provide single parent students with scholarship award and guideline information to retain the award. This year approximately 60 percent of students awarded were minority single parents.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: 28

Anticipated Outcomes (Short-term and Long-term): Award scholarships to single parent students.

Title of the Activity/Program: Circle of Trust Support

Purpose of the Activity/Program: Provide currently enrolled students with information about federal, state, and institutional financial aid and scholarships information.

Financial Amounts Expended for the Activity/Program: \$0
Number of Minority Faculty, Staff, or Students Served: 15
Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes at ASU and help students fill out their FAFSA online.

Title of the Activity/Program: Travel
Purpose of the Activity/Program: Travel to ASU's Degree Centers located at Arkansas Northeastern College and Mid South Community College to provide financial aid and scholarship opportunity information to prospective and current ASU students as well as provide information on applying for the 2012-13 school year.

Financial Amounts Expended for the Activity/Program: \$981
Number of Minority Faculty, Staff, or Students Served: 75
Anticipated Outcomes (Short-term and Long-term): Provide financial aid to students and encourage them to apply for financial aid early in the award year.

Title of the Activity/Program: College Goal Sunday
Purpose of the Activity/Program: Provide information to students planning on attending a college or university in Arkansas for the 2012-13 school year.
Financial Amounts Expended for the Activity/Program: \$100
Number of Minority Faculty, Staff, or Students Served: 40
Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes at ASU and encourage students to apply early each year in order to receive maximum funds available. Students also complete an application for the Arkansas Academic Challenge Program.

Title of the Activity/Program: Financial Aid Early Awareness
Purpose of the Activity/Program: Provide high school seniors and parents with federal, state and institutional financial aid and scholarships information.
Financial Amounts Expended for the Activity/Program: \$400
Number of Minority Faculty, Staff, or Students Served: 80
Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes and scholarships available at ASU.

Title of the Activity/Program: African American Male Education Network (AMMEN)
Purpose of the Activity/Program: Encourage minority students thru City Youth Ministries to stay in school and continue their education.
Financial Amounts Expended for the Activity/Program: \$0
Number of Minority Faculty, Staff, or Students Served: 64
Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes at ASU. Provide students with scholarship opportunities available as well as financial aid and FAFSA help.

Title of the Activity/Program: Financial Aid Literacy Campaign
Purpose of the Activity/Program: Provide currently enrolled students with information about federal, state, and institutional financial aid and scholarships information and educate students about student loan debt.
Financial Amounts Expended for the Activity/Program: \$0
Number of Minority Faculty, Staff, or Students Served: 15
Anticipated Outcomes (Short-term and Long-term): Provide information about financial aid processes at ASU and assist students with filling out FAFSA forms.

Leadership Center

Title of the Activity/Program: stAte Connection
Purpose of the Activity/Program: Recruitment program for minority high school juniors who reside in the Arkansas Delta. Students are exposed to various ASU departments and procedures. Program is a collaboration of the Multicultural Center, Admissions, Diversity Initiatives, and the Associate Vice Chancellor of Student Affairs.
Financial Amounts Expended for Activity Program: \$9,500
Number of Minority Faculty, Staff, or Students Served: 115 high school students and 33 ASU students
Anticipated Outcomes (Short-term and Long-term): Connect minority students to ASU early in their college search process and assist them with their transition to the university.

Title of the Activity/Program: Thompson Minority Scholarship for Currently Enrolled Students
Purpose of the Activity/Program: This particular component of the Thompson Minority Scholarship awards scholarships to currently enrolled African American students.
Financial Amounts Expended for Activity/Program: \$8,000
Number of Minority Faculty, Staff, or Students Served: 4 annual scholarships
Anticipated Outcomes (Short-term and Long-term): Provide minority students with financial resources to continue their educational endeavors.

Title of the Activity/Program: Student Union Office Space
Purpose of the Activity/Program: Student organizations are assigned office space within the Student Union to use for meetings, work space, and as a study area. Each office is equipped with a computer, phone, and office furniture.
Financial Amounts Expended for Activity/Program: \$0
Number of Minority Faculty, Staff, or Students Served: Six of the 9 office spaces were assigned to minority student organizations.
Anticipated Outcomes (Short-term and Long-term): Provide student

organizations with a central meeting area on campus.

Parking Services

Title of the Activity/Program: Parking Services

Purpose of the Activity/Program: Parking Services works closely with all Student Affairs departments to support their efforts to recruit minority faculty, staff, and students. Parking Services provides critical services to students, faculty, staff, vendors, and guests in a totally non-discriminatory manner and with a strong commitment to the goals of ASU's diversity initiatives.

Financial Amounts Expended for the Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served: Due to the nature of the services provided, there is no way to determine the exact number of minorities served.

Anticipated Outcomes (Short-term and Long-term): All services and activities are provided in a manner that ensures outcomes that reflect the diversity initiatives of ASU. Parking Services will continue to stay alert to the campus diversity initiatives in order to remain proactive in supporting these initiatives in the long-term.

Residence Life

Title of the Activity/Program: New Student Orientation Information Session

Purpose of the Activity/Program: To recruit students to ASU.

Financial Amounts Expended for the Activity/Program: \$200

Number of Minority Faculty, Staff, or Students Served: N/A

Anticipated Outcomes (Short-term and Long-term): Educate minority students on the expectations of on-campus housing including check-in, amenities, assignment process, policies, etc.

Student Health Center

Title of the Activity/Program: Community Fair

Purpose of the Activity/Program: Provide information about the Student Health Center

Financial Amounts Expended for the Activity/Program: Approximately \$650

Number of Minority Faculty, Staff, or Students Served: Approximately 50% of booth visitors were minorities

Anticipated Outcomes (Short-term and Long-term):

- Increase awareness of Student Health Center services on campus.
- Decrease sick days and missed classes.

Title of the Activity/Program: National Heart Month

Purpose of the Activity/Program: Promote heart disease awareness

Financial Amounts Expended for the Activity/Program: Approximately \$1,400

Number of Minority Faculty, Staff, or Students Served: Approximately 50%

Anticipated Outcomes (Short-term and Long-term): Promote awareness of heart disease and preventative measures.

Title of the Activity/Program: National Breast Cancer Month

Purpose of the Activity/Program: Promote knowledge and awareness of breast cancer.

Financial Amounts Expended for the Activity/Program: Approximately \$1,400

Number of Minority Faculty, Staff, or Students Served: Approximately 50 students

Anticipated Outcomes (Short-term and Long-term):

- Increase knowledge of breast cancer and self-breast exams.
- Offer better understanding of early detection of breast cancer.

Title of the Activity/Program: Upward Bound Physical Assessments

Purpose of the Activity/Program: Free physical exams to students enrolled in the Upward Bound program.

Financial Amounts Expended for the Activity/Program: NA

Number of Minority Faculty, Staff, or Students Served: Approximately 20

Anticipated Outcomes (Short-term and Long-term):

- Students given health clearance or referral to outside resources.
- Offer better understanding of present health status.

Testing Center

Title of the Activity/Program: Administration of all standardized testing for college entrance

Purpose of the Activity/Program: The Center enhances the recruitment of minority candidates by conducting enrollment testing (ACT and Compass exams) in a totally non-discriminatory manner to a diverse population. We provide all test-taking activities in a manner that ensures that all examinees from underrepresented groups are tested within an environment that neither advantages nor disadvantages any person.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: Approximately 200 students annually

Anticipated Outcomes (Short-term and Long-term): By giving entrance exams to students who are underrepresented, we hope to empower them to consider a goal of higher education that might otherwise be overlooked

Title of the Activity/Program: Administration of the Test of English as a Foreign Language (TOEFL) Exam

Purpose of the Activity/Program: In conjunction with the International Student English as a Second Language (ESL) Program, the Testing Center

administers the TOEFL exam to ESL candidates monthly. This allows the program to appropriately place ESL students in classes that will allow the greatest benefit in language development.

Financial Amounts Expended for the Activity/Program: The cost of tests are covered by the ESL program (mandatory testing) or by the individual student (optional testing).

Number of Minority Faculty, Staff, or Students Served: Approximately 175 exams administered monthly

Anticipated Outcomes (Short-term and Long-term): As students progress through the ESL program and gain proficiency in the English language, many will remain at Arkansas State University for either undergraduate or graduate work. Early assessment of English proficiency and appropriate placement improves success in the college classroom.

B. Number of Minority Students

The Division of Student Affairs employed 180 minority student workers during 2011-2012. A breakdown of the number of students employed in each department follows:

Associate Vice Chancellor	3
Career Planning Center	1
Counseling Center	3
Disability Services	15
Financial Aid and Scholarships	4
Red WOLF Center	10
Intramurals	25
Parking Services	5
Residence Life	82
Student Health Center	1
Student Union/Leadership Center	15
Testing Center	1
University Police Department	4
Vice Chancellor's Office	1
Total	180

C. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

Disability Services	1
Leadership Center	1
Red WOLF Center	2
Residence Life	2
Vice Chancellor's Office	1

D. Information regarding the positions within Student Affairs that were filled with minority candidates.

Disability Services	Education Counselor
Leadership Center	Assistant Dean
Red Wolf Center	Institutional Services Assistant (2)
Residence Life	Assistant Dean of Students
Residence Life	Institutional Services Assistant
Vice Chancellor's Office	Computer Support Specialist

II. Development and Retention

A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-12 academic year.

Counseling Center

Title of the Activity/Program: Outreach

Purpose of the Activity/Program: To provide programming to facilitate student development and enhance student performance. A total of 260 outreach activities/programs were made to classes and student groups/constituents during the 2011-12 academic year.

Financial Amounts Expended for the Activity/Program: Approximately \$6,785

Number of Minority Faculty, Staff, or Students Served: 7,701 total faculty, staff, and student participants with 35 percent (2,695) African American, 2 percent (154) Hispanic/Latino Americans, 1 percent (77) Asian American and 5 percent (385) International students.

Anticipated Outcomes (Short-term and Long-term): To increase knowledge base of population served and meet their needs.

Title of the Activity/Program: Clinical Services

Purpose of the Activity/Program: To provide counseling and guidance to facilitate student emotional growth and development as well as facilitate student performance.

Financial Amount Expended for Activity/Program: N/A

Number of Minority Faculty, Staff, or Students Served:

	<u>Number</u>	<u>% of total served</u>
African American	425	24.2%
Asian/Pacific Islander	19	1.1%
Caucasian	1,087	61.8%
Hispanic	44	2.5%
Multi-racial	63	3.4%
Native American	4	0.2%
International Students	93	5.3%

Not Reported 26 1.5%
Minority students served as percent of total served: 28.6%
Anticipated Outcomes (Short-term and Long-term): N/A

Career Management Center

Title of the Activity/Program: INROADS Presentation

Purpose of the Activity/Program: Provide internship opportunities for minority students and women.

Financial Amount Expended for Activity/Program: NA

Number of Minority Faculty, Staff, or Students Served: 5

Anticipated Outcomes (Short-term and Long-term): Minority students acquiring internships in order to build skills and gain relevant experience to be successful in the workforce.

Title of the Activity/Program: International Student Work Options in the United States

Purpose of the Activity/Program: Provide awareness of work options available to international students. Inform international students how to present visa issues in an interview setting, offer visa options, and explain when to seek legal assistance.

Financial Amount Expended for Activity/Program: NA

Number of Minority Faculty, Staff, or Students Served: 15% of our registered students were advised on an ongoing basis during the academic year.

Anticipated Outcomes (Short-term and Long-term): Provide awareness of work options, visa status and workforce readiness skills.

Title of the Activity/Program: Resume and interview presentations to ESL classes

Purpose of the Activity/Program: Orientate international students to American standards and processes for job search and career management.

Financial Amount Expended for Activity/Program: NA

Number of Minority Faculty, Staff, or Students Served: 138 students

Anticipated Outcomes (Short-term and Long-term): Prepare international students for the job search process and with workforce readiness skills.

Title of the Activity/Program: African American students served by the Career Management Center Staff

Purpose of the Activity/Program: Orientate students of the services and program at the CMC.

Financial Amount Expended for Activity/Program: NA

Number of Minority Faculty, Staff, or Students Served: 27% of our registered students that received assistance are African American.

Anticipated Outcomes (Short-term and Long-term): Provide awareness of the career management process, registration on Career Connect and assistance

with job search skills, interviewing, internships and full-time employment.

Title of the Activity/Program: OUT for Work Career Center Certification Program

Purpose of the Activity/Program: Achieved a Silver Level certification for providing workplace and career readiness resources to lesbian, gay, bisexual, transgender university students.

Financial Amount Expended for Activity/Program: NA

Number of Minority Faculty, Staff, or Students Served: NA

Anticipated Outcomes (Short-term and Long-term): Provide awareness of the career management process and information and resources available to address issues and concerns related to the career management process and job search.

Title of the Activity/Program: Diversity job postings in Career Connect

Purpose of the Activity/Program: Consciously extend effort to seek out diversity employment opportunities and post in Career Connect.

Financial Amount Expended for Activity/Program: NA

Number of Minority Faculty, Staff, or Students Served: Posted 45 targeted diversity full-time professional positions and six internships.

Anticipated Outcomes (Short-term and Long-term): Provide awareness of diverse employment positions and additional information and resources available to address issues and concerns related to the career management process and job search.

Title of the Activity/Program: Career Connect registration

Purpose of the Activity/Program: Provide students and alumni a variety of employment opportunities. Also serves as office management system, work study tracking and job posting system.

Financial Amount Expended for Activity/Program: \$4,500

Number of Minority Faculty, Staff, or Students Served: 27% of registrants are African American, 9% Asian, 6% Hispanic, and .03% other.

Anticipated Outcomes (Short-term and Long-term): Provide a diverse listing of employment opportunities for students and alumni. Assist with finding full-time, part-time, internship and temporary employment.

Leadership Center

Title of the Activity/Program: Circle of Trust Sister-to-Sister Retreat

Purpose of the Activity/Program: Opportunity for female students in Circle of Trust to participate in engaging workshops on academic success, leadership, and personal development.

Financial Amounts Expended for the Activity/Program: \$452

Number of Minority Students, Faculty, and Staff served: 75

Anticipated Outcomes (Short-term and Long-term): Provide students with skills to assist them in being successful inside and outside the classroom.

Title of the Activity/Program: Hispanic Community Center Dinner and Dance Event

Purpose of the Activity/Program: Opportunity for ASU Hispanic students to share their culture with members of the Jonesboro community.

Financial Amount Expended for the Activity/Program: \$800

Number of Minority Faculty, Staff, or Students Served: Approximately 250 students

Anticipated Outcomes (Short-term and Long-term): Share and celebrate the Hispanic culture.

Title of the Activity/Program: Strong-Turner 3.0 and Freshman Scholar Achievement Program

Purpose of the Activity/Program: This is an annual event sponsored by the Office of Multicultural Affairs and the Strong-Turner Chapter of the ASU Alumni Association. It is designed to commend, celebrate, and honor African American students who have performed well academically and have at least a 3.0 cumulative grade point average.

Financial Amounts Expended for the Activity/Program: \$500

Number of Minority Faculty, Staff, or Students Served: Approximately 150 students

Anticipated Outcomes (Short-term and Long-term): To encourage students to continue to perform well academically and recognize the honorees for their hard work.

Title of the Activity/Program: Multicultural Center Study Spot

Purpose of the Activity/Program: A specified spot for members of Circle of Trust and Brother to Brother to have an alternative place to study for finals.

Financial Amounts Expended for the Activity/Program: \$589

Number of Minority Faculty, Staff, or Students Served: Approximately 55

Anticipated Outcomes (Short-term and Long-term): Encourage students to continue to perform well academically.

Title of the Activity/Program: Multicultural Center Meet and Greet

Purpose of the Activity/Program: Opportunity for minority students to meet one another and meet minority faculty and staff, and become familiar with the Multicultural Center and the services it offers.

Financial Amounts Expended for the Activity/Program: \$475

Number of Minority Faculty, Staff, or Students Served: Approximately 175

Anticipated Outcomes (Short-term and Long-term): To better connect minority faculty, staff and students on campus and become familiarized with the Multicultural Center.

Title of the Activity/Program: Ethical Leadership Conference at Wiley College

Purpose of the Activity/Program: Conference focusing on the enhancement of minority students leadership skills.

Financial Amounts Expended for the Activity/Program: \$356

Number of Minority Faculty, Staff, or Students Served: 14

Anticipated Outcomes (Short-term and Long-term): Opportunity for students to improve their leadership skills and network with student leaders, faculty, and staff from other institutions.

Title of the Activity/Program: Events held to honor Dr. Martin Luther King, Jr.

Purpose of the Activity/Program: Events held to pay homage to Dr. Martin Luther King, Jr. included a Candlelight Vigil, Performing Arts Evening, and a Power on Earth Play.

Financial Amounts Expended for the Activity/Program: Approximately \$6,600

Number of Minority Faculty, Staff, or Students Served: Approximately 320

Anticipated Outcomes (Short-term and Long-term): To celebrate and honor civil rights activist Dr. Martin Luther King, Jr. and educate the campus about his works while building campus unity through the events.

Title of the Activity/Program: Collaborations: Two Decades of African American Art Exhibit

Purpose of the Activity/Program: Event to showcase African American art and artists from Arkansas

Financial Amount Expended for the Activity/Program: \$2,042

Number of Minority Faculty, Staff, or Students Served: Approximately 125

Anticipated Outcomes (Short-term and Long-term): To expose students to local African American artists and gain exposure for the Multicultural Center to be used as an art gallery space.

Title of the Activity/Program: Tribute to Black History

Purpose of the Activity/Program: Event to commemorate Black History and encourage students to remember those who have paved the way for them and American society.

Financial Amount Expended for the Activity/Program: Approximately \$12,000

Number of Minority Faculty, Staff, or Students Served: 275

Anticipated Outcomes (Short-term and Long-term): To motivate students to achieve greatness in their college life and future endeavors.

Title of the Activity/Program: Gospel Explosion

Purpose of the Activity/Program: Concert featuring gospel music.

Financial Amount Expended for the Activity/Program: \$800
Number of Minority Faculty, Staff, or Students Served: 150
Anticipated Outcomes (Short-term and Long-term): To teach audience members about the history of gospel music and showcase its influence in the African American community.

Title of the Activity/Program: Soul Food Dinner
Purpose of the Activity/Program: Dinner featuring a menu of “soul food” held to inform the attendees of the Strong-Turner Black Alumni Chapter.
Financial Amount Expended for the Activity/Program: \$815
Number of Minority Faculty, Staff, or Students Served: 425
Anticipated Outcomes (Short-term and Long-term): To unite minority faculty, staff, student and community members and provide information about the Strong-Turner Black Alumni Chapter.

Title of the Activity/Program: Events focusing on the Hispanic Culture
Purpose of the Activity/Program: The Tribute to Hispanic Heritage and Hispanic Celebration in May were held to celebrate and commemorate Hispanic culture and achievement.
Financial Amount Expended for the Activity/Program: \$575
Number of Minority Faculty, Staff, or Students Served: 450
Anticipated Outcomes (Short-term and Long-term): To showcase and connect Hispanic faculty, staff and students on campus and bring exposure to HOLA (Hispanic Outreach and Latin Appreciation) student organization.

Title of the Activity/Program: Events hosted by HOLA
Purpose of the Activity/Program: HOLA hosted events including Viva La Noche Night and a Pre-Cinco de Mayo Celebration to celebrate and teach the ASU community about the Hispanic culture.
Financial Amounts Expended for the Activity/Program: \$250
Number of Minority Faculty, Staff, or Students Served: Approximately 225
Anticipated Outcomes (Short-term and Long-term): Share and celebrate the Hispanic culture and history.

Title of the Activity/Program: Blacks in Academia Lecture Series
Purpose of the Activity/Program: Opportunity for faculty to share their research interests and success stories.
Financial Amounts Expended for the Activity/Program: \$198
Number of Minority Faculty, Staff, or Students Served: 20
Anticipated Outcomes (Short-term and Long-term): To offer exposure to faculty research concentrations and introduce minority faculty to students.

Title of the Activity/Program: Multicultural Graduation Recognition Program

Purpose of the Activity/Program: Program to recognize African American and Hispanic American students graduating each semester.

Financial Amounts Expended for the Activity/Program: \$1,200

Number of Minority Faculty, Staff, or Students Served: 200

Anticipated Outcomes (Short-term and Long-term): To recognize minority students who have completed their studies at ASU and connect them with the Alumni Association.

Residence Life

Title of the Activity/Program: Resident Assistant Training

Purpose of the Activity/Program: Train paraprofessionals in areas such as diversity sensitivity and programming for diverse audiences.

Financial Amounts Expended for the Activity/Program: \$250

Number of Minority Faculty, Staff, or Students Served: 25–30

Anticipated Outcomes (Short-term and Long-term): Train staff to recognize and appreciate differences in their communities.

Title of the Activity/Program: Human Awareness Programming

Purpose of the Activity/Program: Resident Assistants have sponsored more than 30 programs on topics designed to celebrate multiculturalism.

Financial Amounts Expended for the Activity/Program: \$200

Number of Minority Faculty, Staff, or Students Served: Approximately 300

Anticipated Outcomes (Short-term and Long-term): Encourage students to be more knowledgeable in diversity issues.

University Police Department (UPD)

Title of the Activity/Program: UPD Recruitment/Retention Program

Purpose of the Activity/Program: UPD has implemented a program which serves many purposes in recruiting and retaining minority candidates.

Financial Amounts Expended for the Activity/Program: \$0

Number of Minority Faculty, Staff, or Students Served: Four staff and four students

Anticipated Outcomes (Short-term and Long-term): For new members, the program increases the likelihood for success, encourages and provides opportunities for new experiences and professional growth, encourages self confidence, and promotes agency loyalty and inclusiveness.

Title of the Activity/Program: Community Fair

Purpose of the Activity/Program: To provide information concerning the University Police Department, services it provides, and programs offered to students related to campus safety.

Financial Amounts Expended for the Activity/Program: Approximately \$200

Number of Minority Faculty, Staff, or Students Served: Approximately 300

Anticipated Outcomes (Short-term and Long-term): Develops relationships with the community that foster collaboration and create an atmosphere of trust and shared responsibility between the community and police department.

Title of the Activity/Program: Move-In Day activities

Purpose of the Activity/Program: To provide information concerning the University Police Department, services it provides, and programs offered to students related to campus safety.

Financial Amounts Expended for the Activity/Program: Approximately \$200

Number of Minority Faculty, Staff, or Students Served: Approximately 667

Anticipated Outcomes (Short-term and Long-term): Develops relationships with the community that foster collaboration and create an atmosphere of trust and shared responsibility between the community and police department.

University Advancement 2011-2012 Minority Retention Report

I. Recruitment

- A. Discussion of the activities, programs and resources utilized to recruit minority faculty, staff, or students.

The division of University Advancement advertises in African American Perspective magazine as well as uses diversity list serves. Our division often requests the Provost, Vice Chancellor for Student Affairs, and/or Vice Chancellor for Human Resources to serve on search committees for non-classified positions.

- B. Information regarding the number of position offers extended to minority candidates during the 2011-2012 academic year.

Our division advertised six classified and two non-classified positions during the 2011-2012 academic year. There were nine classified and four non-classified minority applicants interviewed with two offers extended.

- C. Information regarding positions within your areas that were filled with minority candidates. Names of specific individuals should be excluded.

Of the eight advertised positions, two were filled with a minority candidate, one classified and one non-classified.

II. Development and Retention

- A. A discussion of the activities and/or resources that were utilized to develop minority faculty, staff, or students during the 2011-2012 academic year.

Non-classified staff members were sent to conferences/workshops to increase their knowledge and skills for their current position. With this information they will be able to handle the duties and responsibilities of their job. Conference costs, including registration and economical travel, can range from \$2,500-\$3,000 per employee.

Classified employees are given in-house training for their position. Additional training from various departments on campus are also provided. Webinars and tutorial classes are conducted from time-to-time on various aspects of the job.

- B. A discussion of the development and retention goals for faculty, staff, or students and the action plans that will be utilized to achieve these goals.

Further training for non-classified and classified staff members are given

throughout the year as time and money allows. There is a CASE Conference in March that non-classified development officers and others may attend to further their knowledge of work related procedures. There is a Sungard HE conference that classified staff members may attend to increase their knowledge of the Banner system. Our area takes advantage of the webinars that are offered from different vendors that relate to particular interests of staff members.

Appendix E – Institutional Research: Minority Progress Reports

**Minority Progress Report
2011/2012**

**Arkansas State University
Jonesboro**

Students, Faculty & Staff Information



Minority Employee Headcount (Fall)

Based on Fall 2011 information, **14.6%** of Fall 2011 full-time employees classified themselves as minority. Since Fall 2002, the percentage of minority employees has average **13.6%**.

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Full-Time Employees	432	446	454	447	456	469	470	495	495	495
9- & 12- Month Faculty	38	49	49	59	57	55	67	85	77	76
Minority Faculty	8.8%	11.0%	10.8%	13.2%	12.5%	11.7%	14.3%	17.2%	15.6%	15.4%
All Full-Time Staff	875	884	875	895	914	965	965	1,026	1,024	1,055
Minority Staff	92	110	116	128	133	128	137	159	160	151
Minority Staff	10.5%	12.4%	13.3%	14.3%	14.6%	13.3%	14.2%	15.5%	15.6%	14.3%
All Full-Time Employees	1,307	1,330	1,329	1,342	1,370	1,434	1,435	1,521	1,519	1,550
Minority Employees	130	159	165	187	190	183	204	244	237	227
Minority Employees	9.9%	12.0%	12.4%	13.9%	13.9%	12.8%	14.2%	16.0%	15.6%	14.6%

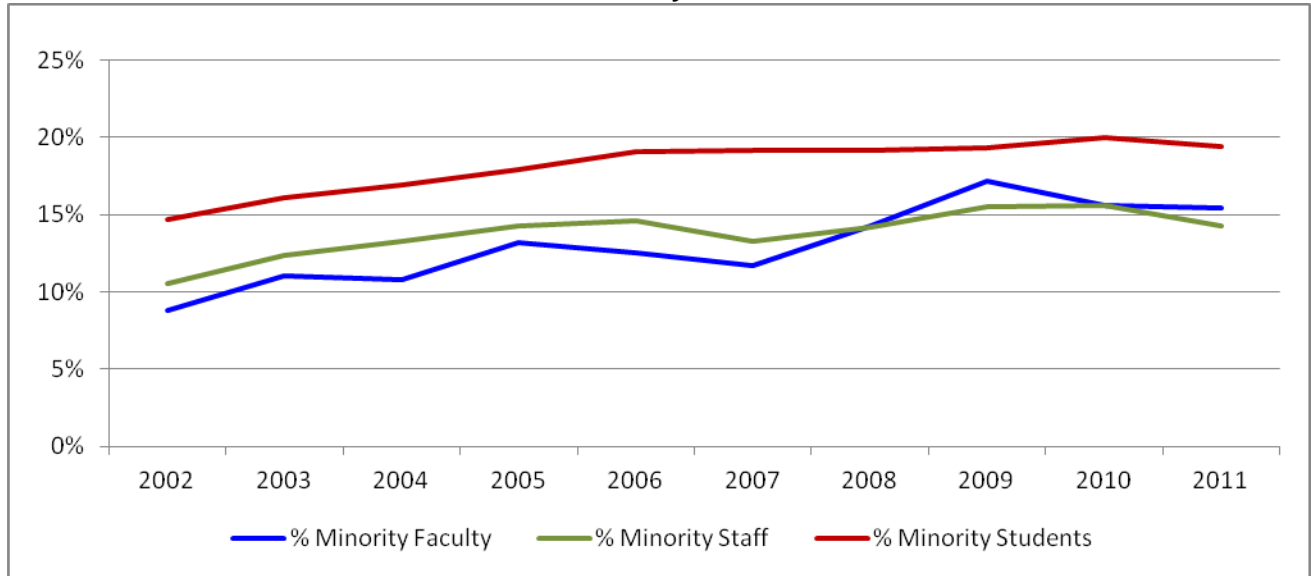


Minority Student Headcount (Fall)

According to Fall 2011 enrollment figures, **19.4%** of Fall 2011 students classified themselves as minority. Since Fall 2002, ASU Fall minority enrollment has averaged **18.3%**.

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Student Headcount	9,275	9,413	9,262	9,138	9,340	9,385	9,764	10,024	10,051	10,113
Undergraduate Students	1,392	1,534	1,595	1,681	1,834	1,847	1,943	2,012	2,141	2,040
Minority UG's	15.0%	16.3%	17.2%	18.4%	19.6%	19.7%	19.9%	20.1%	21.3%	20.2%
Graduate Students	1,160	1,160	1,246	1,276	1,387	1,484	1,726	2,132	3,364	3,787
Minority GR's	141	167	181	188	212	242	263	340	548	654
Minority GR's	12.2%	14.4%	14.5%	14.7%	15.3%	16.3%	15.2%	15.9%	16.3%	17.3%
All Students	10,435	10,573	10,508	10,414	10,727	10,869	11,490	12,156	13,415	13,900
Minority Students	1,533	1,701	1,776	1,869	2,046	2,089	2,206	2,352	2,689	2,694
Minority Students	14.7%	16.1%	16.9%	17.9%	19.1%	19.2%	19.2%	19.3%	20.0%	19.4%

Percent Minority

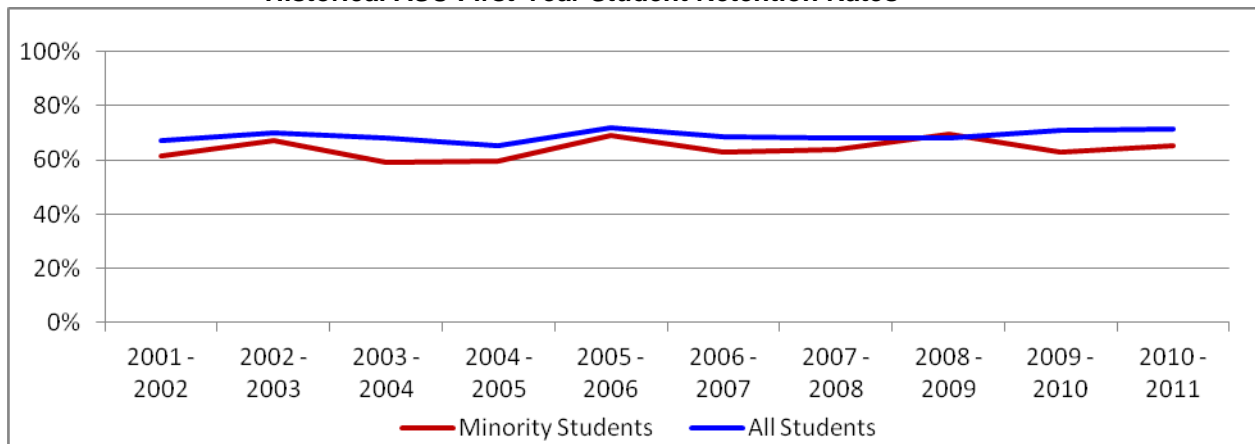


Retention Rates for Minority Students (Full-Time, First-Time Freshmen)

Based on the 2011 *Consortium for Student Retention (CSRDE) Survey*, **71.3%** of Fall 2010 full-time, first-time freshmen returned in Fall 2011. In contrast, the one-year retention rate for Fall 2010 minority students was **65.5%**. Since 2001, one-year retention rates for all full-time, first-time freshmen have averaged **69.0%**; whereas, rates for minorities have averaged **64.4%**.

Fall to Fall 1 st Year Retention Rates	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011
All Students	67.3%	69.9%	68.0%	65.4%	71.9%	68.6%	68.3%	67.9%	70.8%	71.3%
Minority Students	61.7%	67.4%	59.1%	59.8%	69.1%	62.7%	64.0%	69.3%	63.1%	65.5%

Historical ASU First-Year Student Retention Rates



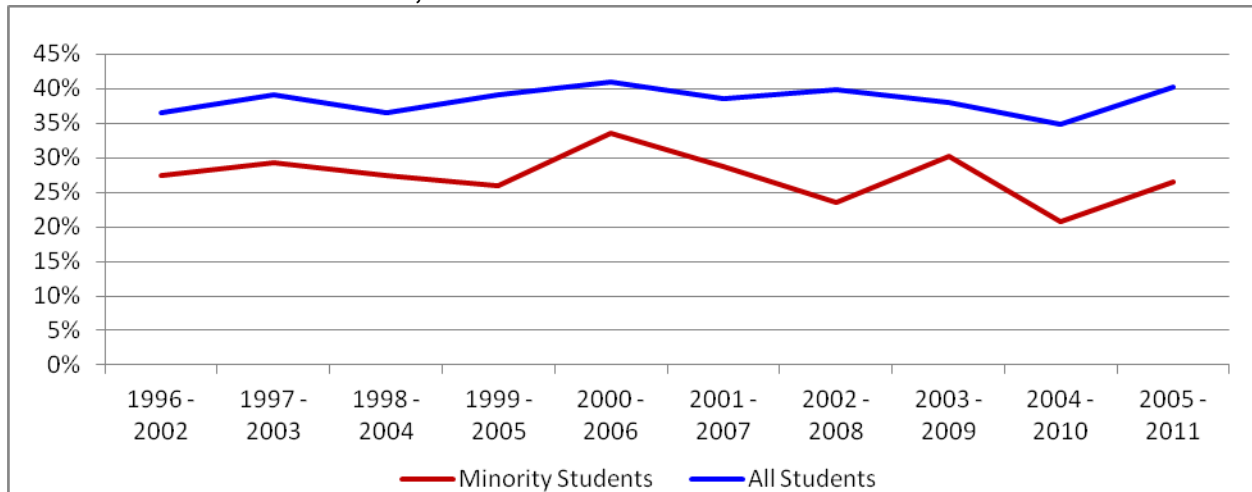


Graduation Rates for Minority Students (Full-Time, First-Time Freshmen)

Based on the 2011 *Consortium for Student Retention (CSRDE) Survey*, **40.2%** of Fall 2005 full-time, first-time freshmen graduated within six years. In contrast, the six-year graduation rate for Fall 2005 minority students was **26.5%**. Since 1996, six-year graduation rates for all full-time, first-time freshmen have averaged **38.4%**; whereas, rates for minorities have averaged **27.2%**.

Fall Cohorts	1996-2002	1997-2003	1998-2004	1999-2005	2000-2006	2001-2007	2002-2008	2003-2009	2004-2010	2005-2011
Six Year Graduation Rates	36.5%	39.1%	36.5%	39.2%	41.0%	38.6%	39.8%	38.0%	34.8%	40.2%
All Students	36.5%	39.1%	36.5%	39.2%	41.0%	38.6%	39.8%	38.0%	34.8%	40.2%
Minority Students	27.5%	29.3%	27.5%	26.0%	33.5%	28.8%	23.5%	30.3%	20.8%	26.5%

Historical ASU Full-Time, First-Time Freshmen's Six-Year Graduation Rates

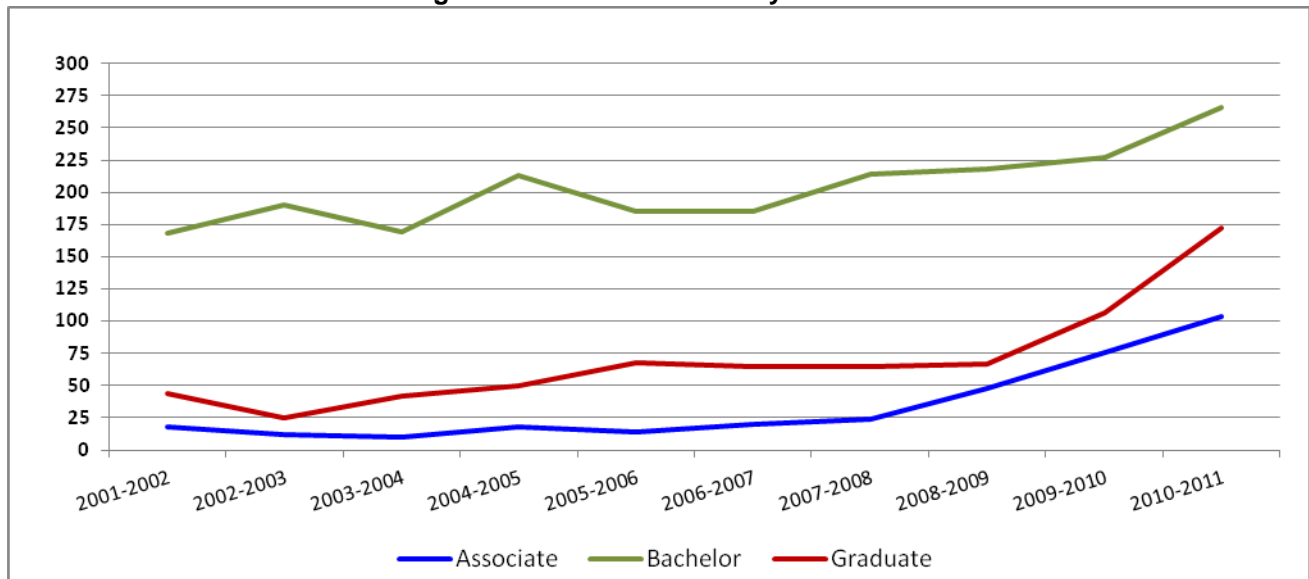


Degrees Conferred to Minority Students (Fiscal Year)

Based on Fall 2010/2011 degrees conferred information, **15.3%** of 2010/2011 degrees conferred were awarded to students who classified themselves as minority. Since 2001/2002, the proportion of the number of degrees conferred to minority students has averaged **13.5%**.

Number of Degrees Conferred in Fiscal Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All Students	2,051	2,055	1,999	2,147	2,123	2,047	2,026	2,174	2,673	3,554
Minority Students	230	227	221	281	267	270	303	333	410	545
Associate Degrees	18	12	10	18	14	20	24	48	76	104
Bachelor Degrees	168	190	169	213	185	185	214	218	227	266
Graduate Degrees	44	25	42	50	68	65	65	67	107	175
% Minority Students	11.2%	11.0%	11.1%	13.1%	12.6%	13.2%	15.0%	15.3%	15.3%	15.3%

Number of Degrees Conferred to Minority Students



Applications for First-Time Freshmen Minority Students (Fall)

Based on Fall 2011 applications, **51.4%** of Fall 2011 first-time freshmen applicants that were admitted enrolled in the fall. Fall 2011, the rate of admitted to enrolled for minorities was **48.7%**. Since 2002, the average admitted to enrolled rate has been **62.0%** for all first-time freshmen; whereas rates for minorities have averaged **63.3%**.

First-Time Freshmen Applications for Fall	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
All Students										
Applied	2,823	3,088	3,171	3,488	4,388	3,298	4,288	4,118	4,568	4,806
Admitted	2,051	2,039	2,029	2,259	2,657	2,634	3,511	3,156	3,201	3,040
Enrolled	1,632	1,525	1,378	1,584	1,727	1,733	1,902	1,725	1,716	1,562
% Admitted-Enrolled	79.6%	74.8%	67.9%	70.1%	65.0%	65.8%	54.2%	54.7%	53.6%	51.4%
Minority Students										
Applied	605	672	835	994	977	917	1,046	957	1,469	1,586
Admitted	369	399	499	565	634	639	762	648	792	712
Enrolled	285	290	363	388	414	436	466	396	426	347
% Admitted-Enrolled	77.2%	72.7%	72.7%	68.7%	65.3%	68.2%	61.2%	61.1%	53.8%	48.7%



Applications for Undergraduate Transfer Minority Students (Fall)

Based on Fall 2011 applications, **71.3%** of Fall 2011 undergraduate transfer applicants that were admitted enrolled in the fall. Fall 2011, the rate of admitted to enrolled for minorities was **65.0%**. Since 2002, the average admitted to enrolled rate has been **74.3%** for all undergraduate transfers; whereas rates for minorities have averaged **69.3%**.

Undergraduate Transfer Applications for Fall	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
All Students										
Applied	1,284	1,377	1,372	1,446	1,493	1,389	1,564	1,543	1,839	1,851
Admitted	992	1,083	1,091	1,110	1,120	1,115	1,227	1,260	1,380	1,338
Enrolled	827	898	886	842	772	826	840	880	976	954
% Admitted-Enrolled	83.4%	82.9%	81.2%	75.9%	68.9%	74.1%	68.5%	69.8%	70.7%	71.3%
Minority Students										
Applied	245	281	303	334	359	350	293	265	494	470
Admitted	161	202	223	220	254	249	206	194	330	274
Enrolled	124	163	178	157	162	165	127	130	218	178
% Admitted-Enrolled	77.0%	80.7%	79.8%	71.4%	63.8%	66.3%	61.7%	67.0%	66.1%	65.0%

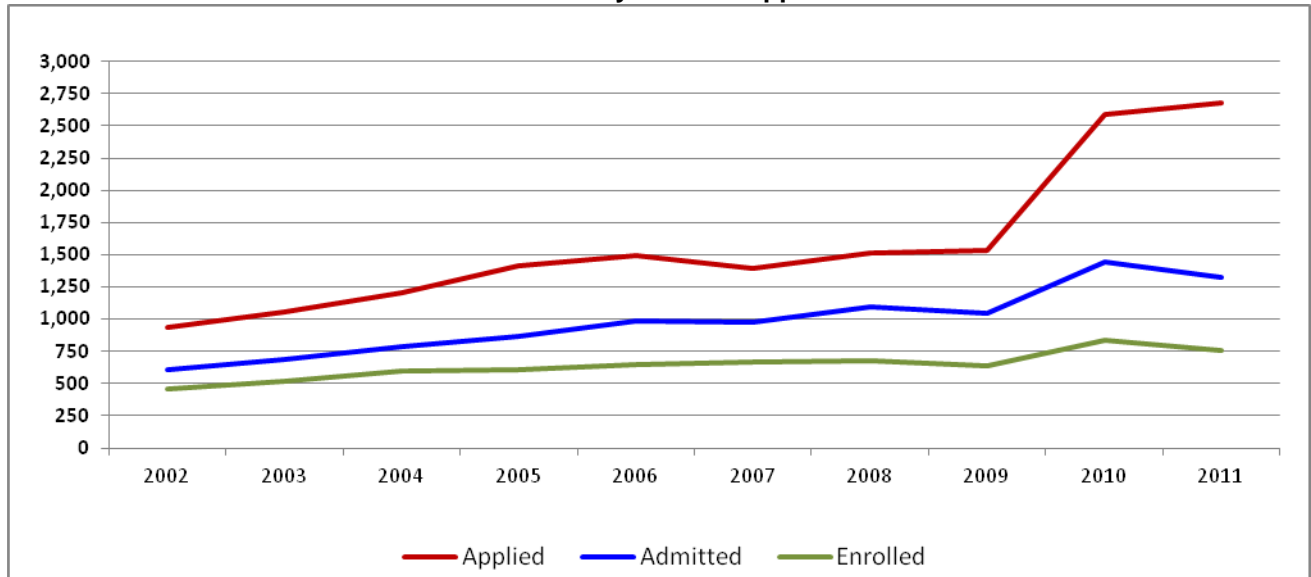


Applications for New Graduate Minority Students (Fall)

Based on Fall 2011 applications, **67.3%** of Fall 2011 new graduate student applicants that were admitted enrolled in the fall. Fall 2011, the rate of admitted to enrolled for minorities was **68.8%**. Since 2002, the average admitted to enrolled rate has been **65.8%** for all new graduates; whereas rates for minorities have averaged **65.4%**.

New Graduate Applications for Fall	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
All Students										
Applied	576	508	538	534	974	676	1,365	1,844	2,881	2,877
Admitted	485	452	535	526	658	530	1,123	1,354	1,856	1,975
Enrolled	376	356	448	424	450	390	580	752	1,139	1,329
% Admitted-Enrolled	77.5%	78.8%	83.7%	80.6%	68.4%	73.6%	51.6%	55.5%	61.4%	67.3%
Minority Students										
Applied	86	98	68	85	156	124	174	314	629	624
Admitted	77	84	68	82	100	90	130	205	325	337
Enrolled	49	60	54	61	74	67	82	110	191	232
% Admitted-Enrolled	63.6%	71.4%	79.4%	74.4%	74.0%	74.4%	63.1%	53.7%	58.8%	68.8%

Number of New ASU Minority Student Applications

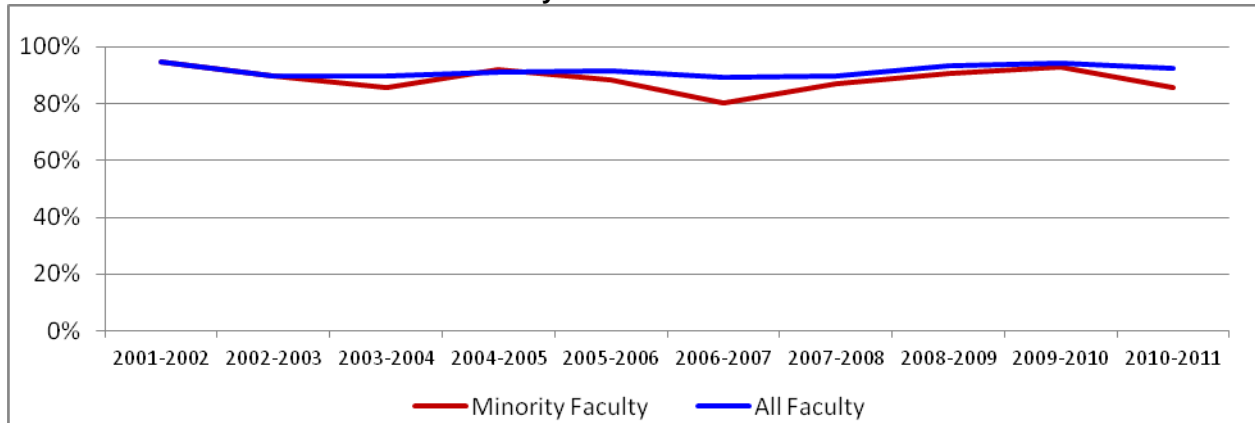


Retention Rates for Minority Faculty (Full-Time Faculty)

Based on 2011/2012 faculty information, **92.5%** of the 2010/2011 full-time faculty returned in 2011/2012. In contrast, the one-year retention rate for 2010/2011 minority faculty was **85.7%**. Since 2001/2002, one-year retention rates for all full-time faculty have averaged **91.6%**; whereas, rates for minorities have averaged **88.6%**.

Fall to Fall One-Year Retention Rates	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All Faculty	94.7%	89.6%	89.7%	91.0%	91.3%	89.3%	89.9%	93.4%	94.4%	92.5%
Minority Faculty	94.7%	89.5%	85.4%	91.8%	88.5%	80.0%	86.8%	90.4%	93.0%	85.7%

Historical ASU Faculty One-Year Retention Rates



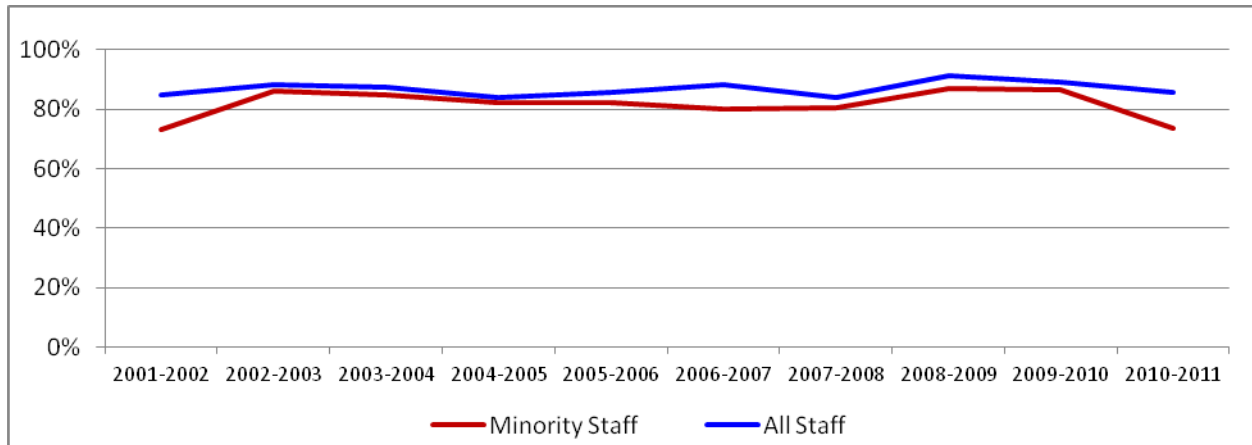


Retention Rates for Minority Staff (Full-Time Staff)

Based on 2011/2012 staff information, **85.5%** of 2010/2011 full-time staff returned in 2011/2012. In contrast, the one-year retention for 2010/2011 minority staff was **73.5%**. Since 2001/2002, one-year retention rates for all full-time staff have averaged **86.7%**; whereas, rates for minorities have averaged **81.6%**.

Fall to Fall	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
One-Year Retention Rates										
All Staff	84.6%	88.0%	87.4%	83.9%	85.6%	88.0%	84.0%	91.3%	89.0%	85.5%
Minority Staff	73.3%	85.9%	84.6%	82.1%	82.3%	80.0%	80.6%	86.9%	86.7%	73.5%

Historical ASU Staff One-Year Retention Rates



For the purpose of the report, "minority" will refer to the ethnic populations of African Americans, American Indians/Alaskan Natives, Asian Americans, Hispanic Americans, Native Hawaiians/Pacific Islanders and those reporting two or more races.

Analysis Prepared by the Office of Institutional Research, Planning & Assessment; web address: www.astate.edu/irp; email address: asuipr@astate.edu