

Minority Recruitment and Retention Annual Report



ARKANSAS STATE
UNIVERSITY
BEEBE
TM

Beebe, Heber Springs, Searcy
Little Rock Air Force Base

For the Academic Year
July 1, 2012-June 30, 2013

Submitted to
The Arkansas State University Board of Trustees
The Arkansas Department of Higher Education
The House and Senate Committees on Education
In Compliance with Act 1091 of 1999

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Chancellor's Statement

ASU-Beebe has a long history as a student-centered university dedicated to meeting the needs of our students with high quality programs in a friendly atmosphere. We are committed to providing equal opportunities for all our students, faculty, and staff. Diversity is an essential element of the educational process, and we strive to foster an environment, both in the classroom and the work environment, where everyone will be an integral part of our University family.

We place special emphasis on the recruitment of minority faculty, staff, and students. As an open admission institution, everyone has an opportunity to seek an education. Our learning centers, student success center, small class sizes, and caring faculty are some of the “special touches” students find when they attend our institution.

ASU-Beebe recognizes the uniqueness of each student and provides support programs designed to assist students in determining and achieving their educational, personal, and occupational goals. We are committed to that premise.

Eugene McKay, Chancellor
Arkansas State University-Beebe

ASU-Beebe Long Range Planning

In 2009-2010, ASU-Beebe revised and updated its mission, vision, and core values. During these planning processes, the University made special efforts to consider diversity, global awareness, and the recruitment and retention of minority students, faculty, and staff. The mission, vision, and core values are reflected below. ASU-Beebe's practice is to continually revise and update its strategic plan, as necessary, to further its mission, vision, core values, and institutional needs.

Mission

Transforming lives through quality learning experiences.

Vision

With 10,000 credit and 5,000 non-credit students, ASU-Beebe will become a comprehensive university of choice that enriches lives and equips students to become life-long learners capable of achieving excellence within an ever-changing global society.

Core Values

ASU-Beebe is a community of individuals working together to accomplish a common mission and vision. The following core values provide the foundation that guides the way in which our mission is accomplished and our vision will be achieved.

While strengthening our practice of being student-centered, we will guide our internal conduct as well as our relationships with those we serve by applying the values of integrity, diversity and global awareness, excellence, access, and student-centered (IDEAS).

- *Integrity:* We value integrity by having honesty and truthfulness in the consistency of our actions, methods, and principles.
- *Diversity and Global Awareness:* We value diversity and global awareness by assisting our students and employees to increase their exposure to and understanding of our diverse local, state, and global societies and their impact on cultural and economic well-being.
- *Excellence:* We value continuous improvement and strive for excellence by accomplishing our tasks with distinction.
- *Access:* We value access to educational opportunities by providing multiple locations and diverse programs and delivery methods.
- *Student-Centered:* We value a student-centered culture by focusing on the needs, abilities, interests, and education of our students as our highest priority.

Summary of Act 1091

Act 1091 of 1999 requires all state-supported colleges and universities to establish a program for the retention of 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. (The complete text of Act 1091 of 1999 is included in Appendix A.)

Annual Minority Recruitment and Retention Report Requirements

ASU-Beebe's Minority Recruitment and Retention annual report is submitted to include the information required by the Arkansas Department of Higher Education. These items include:

- Number of minority students, by minority group, who currently attend the institution.
- Number and position title of minority faculty and staff who currently work for the institution.
- Number of minority, by minority group, full-time faculty who currently work for the institution.
- Number of minority adjunct faculty who currently work for the institution.
- Number and position title of minority faculty and staff who began working at the institution in the past year.
- Progress made in meeting institutional goals and objectives related to the recruitment and retention of minority students, faculty, and staff.
 - New strategies or activities that have been added for the coming year and the indicators/benchmarks that will be used to determine success in meeting any new objectives.
 - Timeline, budget, and methods used to assess and monitor progress.

ASU-Beebe provided focused actions and activities during this academic year for the recruitment and retention of minorities. The following is a summary of activities relevant to minority recruitment and retention for academic year July 1, 2012, through June 30, 2013. In addition, this report also indicates strategies and action plans ASU-Beebe intends to employ to increase minority student, faculty, and staff recruitment and retention over the next five years. As we have continued to implement and refine our goals regarding diversity, global awareness, and minority recruitment and retention, we have continually improved our data collection and analysis. We strive to provide learning opportunities for students, to offer challenging and fulfilling employment for personnel, and to deliver meaningful service to the communities we serve.

Students

Number of Minority Students, by Minority Group, Who Currently Attend the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for tracking and consistency purposes.)

2012-2013 Total Student Count by Race		
Race	Number	Percentage
Caucasian	5748	84.4%
African American	396	5.8%
Hispanic American	253	3.7%
Asian American	57	0.8%
Native American	38	0.6%
Hawaiian	12	0.2%
Nonresident Alien	92	1.3%
Two or More Races	222	3.2%
Unknown	15	0.2%
Total	6833	

Source: Office of Institutional Research, ASU-Beebe, May 2013

Faculty and Staff

Number and Position Title of Minority Faculty and Staff Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2012-2013 Total Faculty & Staff Count by Race		
Race	Number	Percentage
Caucasian	738	92.3%
African American	35	4.4%
Hispanic American	6	0.8%
Asian American	9	1.1%
Native American	3	0.4%
Hawaiian	0	0.0%
Nonresident Alien	9	1.1%
Two or More Races	0	0%
Unknown	0	0%
Total	800	

Source: Payroll Office, ASU-Beebe, June 2013

The following table provides the position title, race, and status of faculty and staff who have worked for ASU-Beebe during the 2012-2013 academic year.

2012-2013 Minority Faculty & Staff by Position		
Position	Race	Status
Accreditation Coordinator	Asian American	Full-Time
Adjunct Faculty	African American	Part-Time
Adjunct Faculty	Native American	Part-Time
Administrative Specialist II	Asian American	Full-Time
Administrative Specialist II	Asian American	Full-Time
Administrative Specialist III	African American	Full-Time
Assoc. Professor of Physical Science	Asian American	Full-Time
Assoc. Dir. Financial Aid	African American	Full-Time
Asst. Professor/Director of MLT	African American	Full-Time
Asst. Professor of Chemistry	African American	Full-Time
Asst. Professor of Math	African American	Full-Time
Counselor/Testing Coordinator	African American	Full-Time
CP Work Readiness Instructor	Asian American	Full-Time
Director of Physical Plant	Native American	Full-Time
Director of Upward Bound-Beebe	African American	Full-Time
Director Upward Bound-Heber Springs	African American	Full-Time
Financial Aid Analyst	African American	Full-Time
Financial Aid Specialist	Asian American	Full-Time
Institutional Services Asst.	Asian American	Full-Time
Institutional Services Asst.	African American	Full-Time
Institutional Services Asst.	African American	Full-Time
Institutional Services Asst.	Hispanic American	Full-Time
Institutional Services Asst.	African American	Full-Time
Institutional Services Asst.	African American	Full-Time
Institutional Services Asst.	African American	Full-Time
Institutional Services Asst.	African American	Full-Time
Instructor Art/Graphic Design	African American	Full-Time
Instructor of Art	Hispanic American	Full-Time
Instructor of Nursing	African American	Full-Time
Maintenance Supervisor	African American	Full-Time
Networks & Systems Manager	African American	Full-Time
Part Time Faculty	Hispanic American	Part-Time
Part-Time/Extra Help	Asian American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time

2012-2013 Minority Faculty & Staff by Position		
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	Hispanic American	Part-Time
Part-Time /Extra Help	Hispanic American	Part-Time
Part-Time /Extra Help	Native American	Part-Time
Part-Time -Extra Help	African American	Part-Time
Part-Time -Extra Help	African American	Part-Time
Student Accounts Specialist	African American	Full-Time
Student Worker	Asian American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	Hispanic American	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time
Student Worker	Non-Resident Alien	Part-Time

Source: Payroll Office, ASU-Beebe, June 2013

Number of Minority, by Minority Group, Full-Time Faculty Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2012-2013 Full-Time Faculty Count by Race		
Race	Number	Percentage
Caucasian	124	94.7%
African American	5	3.8%
Hispanic American	1	0.8%
Asian American	1	0.8%
Native American	0	0.0%

2012-2013 Full-Time Faculty Count by Race		
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	131	

Source: Payroll Office, ASU-Beebe, June 2013

Number of Minority Adjunct Faculty Who Currently Work for the Institution.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2012-2013 Adjunct Faculty Count by Race		
Race	Number	Percentage
Caucasian	176	98.3%
African American	1	0.6%
Hispanic American	1	0.6%
Asian American	0	0.0%
Native American	1	0.6%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	179	

Source: Payroll Office, ASU-Beebe, June 2013

Number and Position Title of Minority Faculty and Staff Who Began Working at the Institution in the Past Year.

(Note: Act 1091 defines minority as African Americans, Hispanic Americans, Asian Americans, and Native Americans; however, the categories as required by IPEDS are used instead for consistent tracking and reporting purposes.)

2012-2013 New Hires by Race		
Race	Number	Percentage
Caucasian	142	86.1%
African American	15	9.1%
Hispanic American	3	1.8%
Asian American	2	1.2%
Native American	2	1.2%
Hawaiian	0	0.0%
Nonresident Alien	1	0.6%
Two or More Races	0	0.0%
Unknown	0	0.0%
Total	165	

Source: Payroll Office, ASU-Beebe, June 2013

The following individuals were hired from July 1, 2012 to date:

2012-2013 New Minority Hires		
Position	Race	Status
Adjunct Faculty	African American	Part-Time
Adjunct Faculty	Native American	Part-Time
Asst. Professor of Chemistry	African American	Full-Time
Director Upward Bound-Heber Springs	African American	Full-Time
Financial Aid Specialist	Asian American	Full-Time
Institutional Services Asst.	African American	Full-Time
Institutional Services Asst.	African American	Full-Time
Instructor Art/Graphic Design	African American	Full-Time
Instructor of Art	Hispanic American	Full-Time
Part-Time/Extra Help	Asian American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	African American	Part-Time
Part-Time /Extra Help	Hispanic American	Part-Time
Part-Time /Extra Help	Native American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	African American	Part-Time
Student Worker	Hispanic American	Part-Time
Student Worker	Non-Resident Alien	Part-Time

Source: Payroll Office, ASU-Beebe, June 2013

Annual Progress Summary

Progress Made In Meeting Institutional Goals and Objectives Related To The Recruitment and Retention of Minority Students, Faculty, and Staff.

As part of the 2012-2017 Minority Recruitment and Retention Plan, ASU–Beebe has established the following goals for the recruitment and retention of minority students, faculty, and staff:

- **Goal 1:** Develop and implement strategies to recruit and retain minority faculty, staff, and administrators.

- Goal 2: Implement the core value of “diversity and global awareness” throughout the individual departments and academic units of ASU-Beebe.
- Goal 3: Actively recruit and retain minority students.
- Goal 4: Promote a campus environment that is minority-friendly.

Goal 1: Develop and Implement Strategies to Recruit and Retain Minority Faculty, Staff, and Administrators.

The following is a summary of actions taken regarding Goal 1:

- Reflecting the core value of Diversity and Global Awareness, ASU-Beebe “develop[s] and implement[s] strategies to recruit and retain minority faculty, staff, and administrators.” Specifically, the University has included this verbiage into its 2011-2016 Strategic Plan as Objective 5.4.
- ASU-Beebe is increasing recruitment activities to minority-serving institutions.
 - The Office of Human Resources (HR) continually maintains working relationships with other minority serving colleges and universities. To this end, we continue to work together with institutions such as Henderson State University and Pulaski Technical College.
- ASU-Beebe advertises employment opportunities in publications directly serving minority populations.
 - Positions are posted in the Sunday classified ads of the *Arkansas Democrat/Gazette* which reaches a minority serving population of 54% as of the 2010 census.
 - HR currently advertises open positions in the following minority-serving publications:
 - *The National Minority Update*
 - *Minority Times*
 - *Diversity News*
 - *Holá Arkansas*
 - Additionally, the University subscribes to diversity packages with the following publications:
 - *Chronicle of Higher Education*
 - HigherEdJobs.Com
- ASU-Beebe created recruitment materials that indicate a close proximity to the Little Rock metropolitan area and reflect a diverse population.
 - During the summer of 2013, ASU-Beebe’s website is undergoing a complete redesign, including the HR page.
 - In 2011-2012, HR’s updated its webpage with additional information regarding the close proximity to the Little Rock metropolitan area.
 - Scrolling pictures were added to the employment/recruitment page, reflecting the institution’s diverse employee and student communities.

- When attending job fairs, information and promotional materials are included showcasing Beebe's close proximity to the Little Rock metropolitan area.
- ASU-Beebe trained search committees on proper hiring processes using objective and good-faith evaluation of the candidate's qualifications.
 - HR trains search committees on an ongoing and continual basis.
 - Search committees are trained, as needed, to rate and rank applicants based upon occupational qualifications using fair and objective rating criteria, job descriptions, and necessary educational requirements.
 - The Director of HR and/or the Recruitment Specialist qualify each pool of candidates by screening for minimum requirements, such as identified experience and education.
 - All appropriate materials are submitted to HR, including objective rating grids, for review before a final employment offer is made.
 - Specific Professional Development programs, such as Leading Employees for Advancement and Development (L.E.A.D.), are offered to ASU Beebe campus employees; and, minority employees are encouraged to participate.
- ASU-Beebe recruits minority adjunct instructors to apply for permanent teaching positions as they become available.
 - HR openly advertises adjunct teaching positions in order to secure a more diverse bank of applicants.
 - The institution has been successful in the recruitment and employment transition of minority adjunct candidates to full-time, tenure-track teaching positions, especially in math, science, and graphic arts.
- ASU-Beebe conducts at least two minority recruitment visits each year.
 - In 2012-2013, HR attended the Searcy Industrial Council Job Fair to expand our recruitment exposure to a larger, more diverse population. Due to turnover in HR, only one such visit was possible. The position has recently been filled and plans are underway to meet this goal in the upcoming year.

Goal 2: Implement the Core Value of "Diversity and Global Awareness" Throughout the Individual Departments and Academic Units of ASU-Beebe.

The following is a summary of actions taken regarding Goal 2:

- ASU-Beebe strives to emphasize diversity and global awareness issues across the curriculum. The University continues to offer existing courses and establish new courses that expose all students to diversity issues. Specific courses include, but are not limited to: American Minorities, Cultural Anthropology, Social Problems, Principles of International Relations, Native American History, World Literature I, and World Literature II.
- The Global Awareness Committee formalized the process of cultural and global awareness. Faculty members in the English and Social Sciences departments have

taken groups of students to Europe and Canada with the objective of expanding their global awareness. ASU-Beebe hopes to continue this program in the future.

- The RotarAct Club is taking two students to France, Australia, and China during the summer of 2013. This advances and promotes ASU-Beebe's core value of Diversity & Global Awareness.
- The library collection provides works on a variety of cultures. Special attention has been given during the past year to acquisition of African American, Native American and Hispanic materials (including materials printed in Spanish). In addition, videos and DVDs requested by minority students have been ordered and are available for use. Likewise, the library's excellent Interlibrary Loan Service ensures that virtually any requested item can be made available to students free of charge. Abington Library also participates in the Arklink Library Consortium, which allows ASU-Beebe students and employees to check out library materials from any participating Arkansas college or university.
- The Faculty Handbook states that "We promote the concept of academic freedom in university discussions, publications, classes, student affairs forums, and committees. Arkansas State University-Beebe recognizes that academic freedom is essential to the development of knowledge and understanding and encourages and protects freedom of inquiry in the responsible and lawful pursuit of these goals through research and publication and through teaching, learning, and discussion in academic endeavors. By extension, minority students' pursuit of knowledge and research is supported and encouraged."
- The Concert-Lecture Series expanded diversity offerings for the 2012-2013 season. Events included: James Houlik and Vahan Sargsyan, saxophone and piano; Bill Birdsong Miller, Native American singer/songwriter and lecturer; Amore, a rock band featuring ASU-Beebe music students; Enterprise Blues Band; Zephyrus Duo, flute and percussion duo featuring multi-cultural music with roots in Africa and South America; and, The Crescent Circus. The English and Fine Arts Division also sponsored band concerts, choir concerts, and plays. The University plans to continue the concert/lecture season's multicultural palette for 2013-2014.
- ASU-Beebe committed funding to underwrite a major portion of the Concert-Lecture Series. This enabled the University to allow students and employees to attend these high quality programs at no cost. The cost of attendance to community residents is low in comparison to similar programs at other institutions.
- The University allocates funds to promote minority recruitment and retention, including but not limited to
 - As previously stated, HR advertises employment opportunities in a variety of publications, including those directly serving and/or targeting minority populations.
 - HR also conducts search committee training for proper objective hiring procedures.
 - Students are recruited at various locations and events around the state, which is funded by the University (see Goal 3).

- ASU-Beebe also funds various academic and co-curricular support systems to help achieve better retention rates, including minorities: multiple learning centers, Student Success Center, textbook rental program, and the Microsoft Office Suite subsidy (see Goal 3).
- Furthermore, the institution receives and administers several grants to this end: TRiO Programs, Path to Accelerated Completion and Employment (PACE), Complete College America (CCA), and Career Pathways (see Goal 3).
- The Student Activities Program provides opportunities for all students to be exposed to diversity events. In 2012-2013, activities emphasizing diversity issues were offered. The activities budget allows for programming for diversity-related topics.
 - Topics included, but were not limited to: HarvestFest, the Spring Dance, Black History Month events, and Martin Luther King, Jr. Day activities.
- We provide a culturally safe environment where minority students can experience and share their own culture as well as the culture of others.
 - Academic units sponsor a number of programs that bring minority speakers to campus to address a variety of topics.
 - Residence hall directors and student resident assistants receive diversity training each year. Diversity was a focus area for residence hall and student activities programs. For example, ASU-Beebe recognized Black history month and provided awareness programming specifically for Black history during February.

Goal 3: Actively Recruit and Retain Minority Students.

The following is a summary of actions taken regarding Goal 3:

- During 2012-2013, ASU-Beebe targeted 11 area minority-majority school districts for recruitment visits, promotional distributions, and additional recruiting efforts. School districts targeted are as follows:

<ul style="list-style-type: none"> ○ Augusta ○ Brinkley ○ Carlisle ○ Conway ○ England ○ Hazen 	<ul style="list-style-type: none"> ○ HarBer ○ Jacksonville ○ Lonoke ○ North Pulaski ○ Riverview
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- ASU-Beebe has consistently participated in the Student Exchange Visitors Information System (SEVIS) program, which has experienced growth in its international student population. In October 2012, ASU-Beebe completed the SEVIS School Recertification for continued compliance to host/educate international students. Approval was granted based on the institutional report submitted to SEVIS by ASU-Beebe.

- During 2012-2013, 75 students from 10 foreign countries attended ASUB.
- The International Club is a student organization that serves as a support network for these international students, helping them more effectively integrate into campus life.
- Annually, ASU-Beebe participates in all regional Arkansas Association of College Registrars and Admissions Officers (ArkACRAO) recruiting events across the state.
- The Beebe, Heber Springs, and Searcy campuses have learning centers that provide free tutoring and computer lab services to students, making it freely available to any student needing academic assistance and/or internet/computer access.
- Four TRiO Programs on two campuses provide students with free tutoring, textbook loans, career counseling, transfer assistance, cultural enrichment activities, and academic advising.
- The Student Success Center offers other special services: testing, counseling, advising, disability services, career planning. It also provides a variety of free workshops: calculator use/skills, writing skills, study skills, and workplace readiness.
- Career Pathways assists qualifying parents and caretakers to overcome financial barriers that may be preventing them from achieving academic success. This support system provides money for transportation, childcare, tuition, and books.
- ASU-Beebe's Student Success Focus Group is a cross-functional team whose purpose is to facilitate an integrated decision-making process to improve institutional services toward advancing student persistence and completion outcomes, including those of minority students.
- In 2011, ASU-Beebe was one of four two-year colleges in Arkansas selected to participate in a Complete College America (CCA) grant, which has funded the redesign of our developmental math courses into a modular format. Using the new curriculum design, our pilot courses have shown increases in remedial level retention, which will increase overall completion outcomes. This program was fully implemented in fall 2012. This program is currently being assessed for its initial effectiveness.
- The Path to Accelerated Completion and Employment (PACE) grant provided for the redesign of our developmental reading and English sequence. This U.S. Department of Labor grant also allowed the redesign of our welding, air conditioning (HVAC), computerized machining, and petroleum technology vocational programs to enable students to accelerate entry into the workforce. Using the new curriculum design, our pilot courses have shown increases in remedial level retention, which will increase overall completion outcomes. This program was fully implemented in fall 2012 and is currently being assessed for its initial effectiveness.
- The Campus Bookstore has implemented a textbook rental service that can save students as much as 90% off the cost of a textbook, thus making college more affordable to students.
- Microsoft Office Suite is available to purchase for \$10 in the bookstore to enrolled students with the remainder of the cost being subsidized by the University. This

provides an affordable means for students to acquire supplementary material required in much of their coursework.

- As previously stated, ASU-Beebe's Concert-Lecture Series provides students diverse cultural enrichment activities on campus each year. During 2012-2013, this series offered concerts, lectures, plays/musicals, symphonies, and choir shows.
- ASU-Beebe encourages minority students to participate in and seek leadership positions in co-curricular activities by providing opportunities to acquire leadership skills. The Office of Student Life was purposeful in actively seeking a diverse staff in housing for 2012-2013.
 - Forty percent (40%) of Residence Hall receptionists were minority students.
 - Seventeen percent (17%) of Resident Assistants were minority students.
 - The President of the Residence Hall Council was a minority student.

Goal 4: Promote a Campus Environment that is Minority-Friendly.

The following is a summary of actions taken regarding Goal 4:

- ASU-Beebe offers minority students with enduring prospects for an enhanced quality of life by providing a safe environment in which to live, learn, and grow.
- The University Police Department ensures our campuses are as safe as possible.
 - StateUniversity.com ranked ASU-Beebe as the safest university in the nation for the past four consecutive years based upon annual Clery Act crime statistics.
 - There have been zero reported racial or ethnically based crimes.
 - Through regular and continuous interaction with students, the University Police Department fosters an environment of understanding and cultural awareness/sensitivity.
- We provide for the physical safety and comfort of all students, free from harassment and hate.
 - The University Police Department on the Beebe, Heber Springs, and Searcy campuses receive annual training on biased-based policing to ensure racial profiling does not occur.
 - Residence hall directors and resident assistants receive annual training on diversity issues and implement programming sensitive to on-campus students.
- Minority and diversity training did not occur during 2012-2013 academic year due to personnel turnover in the HR office during that time. This training will hopefully occur in 2013-2014.

Appendix A

ACT 1091 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 this 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 C. Johnson, Green, T. Steele, White, Wilkins, Willis, and M. 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.

Source: Act 1091 of 1999 enacted by the General Assembly of the State of Arkansas