

Minority Recruitment  
and  
Retention  
Annual Report



ARKANSAS STATE  
UNIVERSITY  
**BEEBE**

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**BEEBE • HEBER SPRINGS • LRAFB • SEARCY**

For the Academic Year  
July 1, 2018-June 30, 2019

*Submitted to*  
*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**

Founded in 1927, ASU-Beebe has a long history as a student-centered community college dedicated to meeting the needs of our students with high quality programs in a friendly atmosphere. As an open admission institution, we ensure everyone has an opportunity to pursue higher 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.

Diversity is an essential element of our educational and work environments. We are committed to providing equal opportunities for all students, faculty and staff. We place special emphasis on the recruitment of minority faculty, staff and students.

ASU-Beebe recognizes that each individual brings unique life experiences and talents to our college community. We are committed to providing the best possible environment for everyone to work, teach and learn.

Jennifer Methvin  
Chancellor  
Arkansas State University-Beebe

## ASU-Beebe Long Range Planning

Beginning 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 regularly reviewed through a comprehensive process at the college that involves a variety of internal and external groups. The most recent iteration of these documents were approved by the Arkansas State System Board of Trustees in May 2018 and 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{tc "MISSION"}{tc ""}

Transforming lives through quality learning experiences.

### Vision{tc "Vision Statement"}

ASU-Beebe will become a nationally benchmarked institution that empowers individuals, embraces communities and transforms lives.

### Core Values{tc "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.

- *Student Success*
- *Integrity*
- *Diversity*
- *Quality*
- *Community*

## 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, 2018, through June 30, 2019. 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.)

#### 2018-2019 Total Student Count by Race

Race	Number	Percentage
Caucasian	3790	80.5%
African American	338	7.2%
Hispanic American	258	5.5%
Asian American	62	1.3%
Native American	30	0.6%
Hawaiian	9	0.2%
Nonresident Alien	33	0.7%
Two or More Races	121	2.6%
Unknown	69	1.5%

**Total** **4710**

Source: Office of Institutional Research, ASU-Beebe, June 2019

## 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.)

#### 2018-2019 Total Faculty & Staff Count by Race

Race	Number	Percentage
Caucasian	574	88.8%
African American	33	5.1%
Hispanic American	7	1.0%
Asian American	6	0.9%
Native American	4	0.6%
Hawaiian	3	0.4%
Nonresident Alien	0	0.0%
Two or More Races	19	2.9%
Unknown	0	0.0%

**Total** **646**

Source: Payroll Office, ASU-Beebe, June 2019

The following table provides the position title, race, and status of faculty and staff who have worked for ASU-Beebe during the 2018-2019 academic year.

### 2018-2019 Minority Faculty & Staff by Position

Position	Race	Status
Academic Advisor/Outreach Spec.	African American	Full-Time
Academic Advisor/Outreach Spec.	Two or More Races	Full-Time
Administrative Specialist II	African American	Full-Time
Administrative Specialist II	Hawaiian	Full-Time
Administrative Specialist II	Two or More Races	Full-Time
Assoc. Prof. of Chemistry	African American	Full-Time
Assoc. Prof. of Physical Science	Asian American	Full-Time
Assoc. Dir. Financial Aid	African American	Full-Time
Asst. Prof./Dir. of MLT	African American	Full-Time
Asst. Prof. of History & Comparative Religion	Asian American	Full-Time
Asst. Prof. of Business	Two or More Races	Full-Time
Campus Operations Manager	African American	Full-Time
Counselor	Two or More Races	Full-Time
Dir. of Physical Plan	Native American	Full-Time
Dir. Of Workforce & Community Development	Hispanic American	Full-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	African American	Part-Time
Federal Work-Study	Native American	Part-Time
Federal Work-Study	Hispanic American	Part-Time
Federal Work-Study	Hispanic American	Part-Time
Federal Work-Study	Two or More Races	Part-Time
Federal Work-Study	Two or More Races	Part-Time
Federal Work-Study	Two or More Races	Part-Time
Institutional Work-Study	Asian American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time
Institutional Work-Study	African American	Part-Time



Institutional Work-Study	Hispanic American	Part-Time
Institutional Work-Study	Two or More Races	Part-Time
Institutional Work-Study	Two or More Races	Part-Time
Institutional Work-Study	Two or More Races	Part-Time
Institutional Work-Study	Two or More Races	Part-Time
Instructor of Art	Hispanic American	Full-Time
Instructor of Mathematics	Two or More Races	Full-Time
Instructor Physical Education	African American	Full-Time
Maintenance Coordinator	Native American	Full-Time
Maintenance Supervisor	African American	Full-Time
Public Safety Officer	African American	Full-Time
Public Safety Officer	Two or More Races	Full-Time
PT/Extra Help	Asian American	Part-Time
PT/Extra Help	Asian American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	Hispanic American	Part-Time
PT/Extra Help	Native American	Part-Time
PT/Extra Help	Two or More Races	Part-Time
PT/Extra Help	Two or More Races	Part-Time
PT Faculty	Hawaiian	Part-Time
PT Faculty	Asian American	Part-Time
PT Faculty	African American	Part-Time
PT Faculty	African American	Part-Time
PT Faculty	Hispanic American	Part-Time
PT Faculty	Two or More Races	Part-Time
PT Faculty	Two or More Races	Part-Time
PT Faculty	Two or More Races	Part-Time
PT Faculty	Two or More Races	Part-Time
PT Faculty	Two or More Races	Part-Time
SDS-Academic Coach	Hawaiian	Full-Time
Student Accounts Specialist	African American	Full-Time
Student Union Night Manager	African American	Full-Time
VC/Chief Info Tech Officer	African American	Full-Time

Source: Payroll Office, ASU-Beebe, June 2019

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.)

**2018-2019 Full-Time Faculty Count by Race**

Race	Number	Percentage
Caucasian	89	91.7%
African American	3	3.0%
Hispanic American	1	1.0%
Asian American	2	2.0%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	2	2.0%
Unknown	0	0.0%
<b>Total</b>	<b>97</b>	

Source: Payroll Office, ASU-Beebe, June 2019

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.)

**2018-2019 Adjunct Faculty Count by Race**

Race	Number	Percentage
Caucasian	102	91.8%
African American	2	1.8%
Hispanic American	1	0.9%
Asian American	0	0.0%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	6	5.4%
Unknown	0	0.0%
<b>Total</b>	<b>111</b>	

Source: Payroll Office, ASU-Beebe, June 2019

**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.)*

**2018-2019 New Hires by Race**

<b>Race</b>	<b>Number</b>	<b>Percentage</b>
Caucasian	143	84.6%
African American	19	11.2%
Hispanic American	2	1.1%
Asian American	3	1.7%
Native American	0	0.0%
Hawaiian	0	0.0%
Nonresident Alien	0	0.0%
Two or More Races	2	1.1%
Unknown	0	0.0%
<b>Total</b>	<b>169</b>	

Source: Payroll Office, ASU-Beebe, June 2019

The following individuals were hired from July 1, 2018 to date:

**2018-2019 New Minority Hires**

<b>Position</b>	<b>Race</b>	<b>Status</b>
Academic Advisor/Outreach Specialist	African American	Full-Time
Campus Operations Manager	African American	Full-Time
Federal Work Study	African American	Part-Time
Federal Work Study	Hispanic American	Part-Time
Federal Work Study	Hispanic American	Part-Time
Federal Work Study	Two or More Races	Part-Time
Institutional Work Study	Asian American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Institutional Work Study	African American	Part-Time
Part-Time Faculty	Asian American	Part-Time
Part-Time Faculty	African American	Part-Time
Part-Time Faculty	African American	Part-Time
Part-Time Faculty	Two or More Races	Part-Time

PT/Extra Help	Asian American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
PT/Extra Help	African American	Part-Time
VC/Chief Info Tech Officer	African American	Full-Time

Source: Payroll Office, ASU-Beebe, June 2019

## 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 2013-2018 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:

- 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.
  - ASU-Beebe continues to partner with sister institutions of higher education who primarily serve minority communities to identify qualified minority talent.
- ASU-Beebe advertises employment opportunities in publications directly serving minority populations as funds are available. Additionally, we publish appropriate job openings with specific trade publications in order to recruit the best talent pool possible.
  - 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.
  - When attending job fairs, information and promotional materials are included showcasing Beebe's close proximity to the Little Rock metropolitan area. This proximity is also highlighted on the HR webpage.
- 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.
  - All departments/disciplines are strongly encouraged to post pool positions in order to allow the full recruitment of candidates for adjunct teaching positions.

*Goal 2: Implement the Core Value of "Diversity" 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 library collection provides works on a variety of cultures. 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 included diversity offerings once again in the 2018-2019 season. The University plans to continue the concert/lecture season's multicultural palette for 2019-2020.
  - The University allocates funds to promote minority recruitment and retention, including but not limited to the following:
    - 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 Campus Activities Board and Residence Hall Councils hosted numerous large events throughout the year that promoted students/faculty/staff interaction: HarvestFest, Vanguard Arts Pass, Back to Beebe Bash, and Spring Fling.
  - Fall and spring leadership training for Resident Assistants and Leadership Council representatives included diversity and inclusion.
  - The Student Government Association approved a petition by student leaders to organize the “Black Excellence Association”. A registered student organization with the mission to “encourage and promote awareness of the cultural diversity on the ASU-Beebe campus through providing programming, networking, and enhancing the educational experience of African-American students while attending ASU-Beebe.”
  - The Office of Student Life has expanded its student leadership program to be more inclusive. Open to any student with a GPA of 2.50 or higher, Student Leadership Experience (SLE) is designed to provide personal and impactful opportunities for students to create individual leadership development plans. During the semester, students work in small peer groups and meet seven (7) times over the course of the semester. During the 2018-19 academic year 123 students voluntarily participated in the program with 69 students completing the program.
  - The Office of Student Life has adopted Residential Curriculum to provide more intentional guidance in the operations of Housing and Campus Living programming. The curriculum places an emphasis on four identified co-curricular learning outcomes including, Respect for Self and Others. Specific learning outcomes include:
    - R.1 – Students will be able to recognize individual identities and their role with the residential community.
    - R.2 – Students will be able to relate social justice and inclusion concepts to the residential community.
    - R.3 – Students will be able to recognize the importance of building and sustaining positive relationships with others.
    - R.4 – Students will be able to apply self-advocacy skills in management of life tasks.

### *Goal 3: Actively Recruit and Retain Minority Students.*

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

- During 2018-2019, ASU-Beebe targeted 10 area minority-majority school districts for recruitment visits, promotional distributions, and additional recruiting efforts. School districts targeted, which were visited at least twice, are as follows:
  - Augusta
  - Brinkley
  - Cabot (Hispanic)
  - Carlisle
  - Conway
  - England
  - Hazen
  - Jacksonville
  - Lonoke
  - Riverview
  
- Additionally the college has hosted perspective students from two KIPP programs over the past academic year. KIPP Memphis and KIPP Delta and will have 3 students from these programs attending ASU-Beebe in the upcoming academic year.
- ASU-Beebe has consistently participated in the Student Exchange Visitors Information System (SEVIS) program, which has experienced growth in its international student population. In April 2018, 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 2018-2019, 13 students from 7 foreign countries attended ASU-Beebe as their primary institution.
  - 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.
- 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 freely available for students with 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.

- ASU-Beebe encourages minority students to participate in and seek leadership positions in co-curricular activities by providing opportunities to acquire leadership skills.

*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.
  - ASU-Beebe received a pre-disaster mitigation grant from FEMA for the sole purpose of ensuring campus safety. At this time a backup generator, mass notification system, internal notification system, and external notification system are fully operational. These help ensure campus safety for all students, employees, and visitors.
  - 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 Life staff received professional development and training throughout the year focusing on diversity and inclusion.



# Appendix A

ACT 1091 of 1999{tc "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*