

2018

Finishing the Race: Increasing Student Persistence Among African-American Males at Averett University

DeAndre T. Howard
Gardner-Webb University

Follow this and additional works at: https://digitalcommons.gardner-webb.edu/education_etd



Part of the [Higher Education Commons](#)

Recommended Citation

Howard, DeAndre T., "Finishing the Race: Increasing Student Persistence Among African-American Males at Averett University" (2018). *Education Dissertations and Projects*. 219.
https://digitalcommons.gardner-webb.edu/education_etd/219

This Project is brought to you for free and open access by the School of Education at Digital Commons @ Gardner-Webb University. It has been accepted for inclusion in Education Dissertations and Projects by an authorized administrator of Digital Commons @ Gardner-Webb University. For more information, please see [Copyright and Publishing Info](#).

Consultancy Project Executive Summary

Organization: Gardner-Webb University School of Education

Project Title: Finishing the Race: Increasing Student Persistence Among African-American Males at Averett University

Candidate: DeAndre T. Howard

Consultancy Coach: Jeffrey Hamilton, Ed.D.

Defense Date: November 09, 2018

Authorized by: Lesley Villarose, Dean of Students

Amendment History

<u>Version</u>	<u>Issue Date</u>	<u>Changes</u>
#1	09/02/2018	Initial version.
#2	09/09/2018	Second version.
#3	09/14/2018	Grammatical corrections.
#4	09/15/2018	Final copy.
#5	10/03/2018	Copy for Barbara Hildreth.
#6	10/07/2018	Revisions for Barbara Hildreth.

Approval

This consultancy project was submitted by DeAndre T. Howard under the direction of the persons listed below. It was submitted to Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

Dr. Jeffrey Hamilton, Faculty Advisor
Gardner-Webb University

Date

Lesley Villarose, Site Advisor
Dean of Students

Date

Acknowledgements

“I can do all things through Christ, who strengthens me”
Philippians 4:13

First, I would like to acknowledge my Lord and Savior, Jesus Christ who stuck with me throughout this entire doctoral journey. Second, I would like to dedicate this research to my first cousin Shavonne Howard, who lost her battle with childhood cancer at age 13. Next, I would like to acknowledge my mother Patricia Howard, my father James Samuel, and my aunt Vivian Howard for their unwavering support throughout my life up to this point. A very special thank you is extended to Mr. and Mrs. Thomas Walker and to my dear aunt Mary V. Graves who consistently inspired and encouraged me throughout life. My godmother Juanita Horn is also to be commended for providing sound advice and guidance throughout the process. My home church family, Macedonia Community Baptist Church, has also shown so much love and supported my educational aspirations in every way imaginable.

I would be remised if I did not acknowledge several individuals who provided me with much needed assistance throughout this extensive process. First and foremost, a sincere thank you to my cohort members: Hazim, Mindy, Brittany, Rusty, Pat, and Barbara. You all supported me in more ways that I can imagine and I thank you. I would also like to thank Dr. Jeffrey Hamilton for his support throughout this process as my faculty advisor. Second, I would like to offer a heartfelt thank you to my site advisor, Mrs. Lesley Villarose, for her leadership, support, and guidance throughout the process.

To my best friend and his wife, Randy and Tyra Woods, thank you for your unwavering support throughout this process. A special acknowledgement is extended to

all of my brothers of Kappa Alpha Psi Fraternity, Incorporated, who communicated consistent enthusiasm and encouragement throughout the doctoral journey. Last, a special thank you is extended to the following persons for their individual contributions and support to me and to this project: Malik Anderson, Sherill Anderson, Stephen Blount, Sierra Braxton-Sears, Brian Cousin, Tonisha Chislom, Stephanie Dickerson, Robert Ferebee, Shannon Hill, Quincy Howard, Darryl Hylton, Johnnie Moultrie, Rashard Pearson, Carmilla Richmond, Lesley Villarose, and Carolyn Wright. I would not have completed my journey without the abovementioned individuals, and I am grateful for each of them. Every visit, every phone call, and every text message with encouragement and support was greatly appreciated; and I will forever be grateful.

Abstract

Finishing the Race: Increasing Student Persistence Among African-American Males at Averett University. Howard, DeAndre T., 2018, Consultancy Project, Gardner-Webb University, Digital Commons/Retention/African-American Male Students/Enrollment-Driven/Persistence

With the rising costs of tuition and fees at colleges and universities, the issue of retaining students has now become more important than ever. Several institutions of higher education spend thousands of dollars annually to recruit and enroll new students. Once enrolled, the faculty, staff and administration all share the obligation of keeping students enrolled until graduation. The more access to necessary resources college students have, the better the chance they will persist toward graduation. Additionally, college students who are engaged within the university community will retain at a better rate than their counterparts who are not.

Small, private colleges and universities are typically enrollment-driven institutions; and with such a small number of students, retention is even more of a priority. One of the hardest groups of students to retain, especially at predominately White institutions, are African-American male students. Averett University, a small, private, predominately White university in Virginia, has recently experienced some retention issues with African-American male students. The purpose of this consultancy project was to identify the causes associated with the failed retention of African-American male students at the university and work to mitigate the risks. A number of goals and objectives to address the retention dilemma in addition to some action plan items are discussed within the executive summary. Emphasis is placed on access to adequate resources, mentorship, student engagement, and overall student support.

Table of Contents

1	Introduction	1
	1.1 Project Purpose	1
	1.2 Associated Documents	2
	1.3 Project Plan Maintenance	2
2	Project Scope	3
	2.1 Outline of Partnering Organization’s Objectives	3
	2.1.1 Objectives	3
	2.1.2 Success Criteria	3
	2.1.3 Risks	3
	2.2 Outline of Student’s Objectives	3
	2.2.1 Objectives	3
	2.2.2 Success Criteria	5
	2.2.3 Risks	5
	2.3 Definitive Scope Statement	5
3	Deliverables	6
	3.1 To Partnering Organization	6
	3.2 From Student	6
4	Project Approach	7
	4.1 Project Lifecycle Processes	7
	4.2 Project Management Processes	7
	4.3 Project Support Processes	8
	4.4 Organization	8
	4.4.1 Project Team	8
	4.4.2 Mapping Between Averett University and Student	8
5	Communications Plan	10
6	Work Plan	11
	6.1 Work Breakdown Structure	11
	6.2 Resources	12
7	Milestones	13
8	Metrics and Results	14
9	Risks, Constraints, Assumptions	17
	9.1 Risks	17
	9.2 Constraints	18
	9.3 Assumptions	19
10	Financial Plan	20
11	Quality Assurance Plan	21
	References	25
	Appendix	26

1 Introduction

1.1 Project Purpose

Small colleges and universities are normally enrollment driven and heavily rely on retention to maintain a balanced budget. With all the student-focused initiatives surrounding student persistence and retention, the retention of African-American male students has become an issue worthy of discussion throughout the country. According to Villarose (2016), between the fall 2015 semester and the spring 2016 semester, Averett University lost 78 students. One third of the students lost were African-American males. Although the consultant focused on the overall retention of all African-American male students enrolled at the university throughout this project, it is noteworthy to indicate that freshmen students have consistently not retained as well as upperclassmen students. The university classifies freshmen students as those students having less than 30 earned credit hours.

There is no doubt that Averett University is an enrollment-driven institution. It is the hope of the institution that students, especially the African-American male students, will begin to retain at a significantly higher rate. This consultancy project worked hand-in-hand with the Division of Student Life at the university and focused on the needs of this particular group of students in an effort to retain them at the university. Specifically, the project provided ways to enhance the experience of African-American males while attending Averett University.

Terminology and Definitions

- **African-American male student.** For the purposes of this project, an African-American male student is a student who has been previously enrolled, who is currently enrolled, or who plans to enroll as a degree-seeking student at Averett University and who also identifies with the Black or African-American race/ethnicity.
- **Consultant.** The consultant within this project is also referred to as the doctoral student or as the doctoral candidate.
- **Division of Student Life.** The Division of Student Life, also known as Student Affairs or Student Development, is an umbrella term assigned to all student-related organizations and/or departments that are present on any given college/university campus. At Averett University, the following organizations fall under the Division of Student Life: Office of the Dean of Students, Office of Housing and Residence Life, Office of Counseling, Office of Student Engagement and Leadership Development, Office of Health and Wellness, Campus Security, Office of Mail Services, and the Office of Title IX.
- **Enrollment-driven institution.** Within this project, an enrollment-driven institution is defined as an institution whose financial operation is largely dependent upon its student enrollment.

- **Persistence.** The term persistence, as it relates to college students, is defined as determined continuation towards completion of the college degree, despite challenges and opposition.
- **Retention.** The term retention describes the process of the university keeping students enrolled until graduation.

1.2 Associated Documents

- See Appendix A: Black Student Union (BSU) of Averett University Constitution
- See Appendix B: Brother4Brother Constitution . . . Averett University

1.3 Project Plan Maintenance

Project Management

Regular meetings occurred with the doctoral student and the Dean of Students to ensure that both individuals were on the same page in regard to progress. Initially, there was some planning and concept development regarding the project at hand; however, once a solution was developed, implementation was the biggest part of the project. The doctoral student took initiative here and followed up with the site advisor, as needed. Monitoring and assessment were continuous throughout the project. Each milestone was evaluated and assessed by Dr. Gerald Neal or Dr. Jeffrey Hamilton to make sure that the doctoral student was staying on task throughout the duration of the project.

2 Project Scope

2.1 Outline of Partnering Organization's Objectives

2.1.1 Objectives

- Created a scholarship database that provided scholarship information to African-American male students
- Improved the faculty/staff mentorship opportunities that were available to African-American male students
- Created a position to coordinate diversity and multicultural education initiatives
- Educated African-American males regarding academic resources that were available to them
- Organized a committee to meet regularly to discuss the current state of African-American male student success

2.1.2 Success Criteria

Averett University's success as a result of this consultancy project is multi-faceted and will continue to evolve overtime. The Office of Institutional Research (OIR) continuously collects, analyzes, and interprets data regarding student retention via various instruments. OIR has been very helpful in providing information to the consultant via the site advisor on where the institution stands as it relates to retention. Increased rates of retention for all African-American male students is the ultimate success for this project.

2.1.3 Risks

The major risks associated with this project were the absence of faculty/staff to support students of color and lack of protocol to retain students who separate from the Department of Athletics during their tenure at the university. Medium risks included inadequate faculty and staff members to support university-wide retention initiatives coupled with insufficient financial aid awareness and support for male students of color. This project addressed the aforementioned risks by adding faculty/staff of color to the university's directory who were passionate about retaining students. Also, the consultant provided financial aid awareness and training to a myriad of African-American male students at the university to mitigate the risk of insufficient financial aid support.

2.2 Outline of Student's Objectives

2.2.1 Objectives

Goal 1: Create a scholarship database that provides scholarship information to African-American male students to help them financially.

Objective 1: The doctoral student hired a work study student to research scholarship opportunities exclusively available to African-American male students, and the hire maintained a master database to keep current with scholarship information. This database was created during the fall 2016 semester.

Goal 2: Improve the faculty/staff mentorship opportunities that are available to African-American male students.

Objective 1: The doctoral student reached out to faculty and staff at the institution who were interested in becoming mentors to African-American male students. A list of mentors was compiled along with contact information. The data were made assessable to African-American male students, and this will be a continuous list maintained by the graduate assistant for diversity and inclusion.

Goal 3: Create a position that coordinates diversity and multicultural education initiatives and student-led groups on campus.

Objective 1: The doctoral student created clubs and organizations that appealed to a more diverse and multicultural group of students.

Objective 2: The doctoral student created a proposal for a new, full-time university position to coordinate all diversity and multicultural initiatives for the university and provide a center for minorities (African-American male students, in this case) to get involved, feel included, and receive regular support. The request for a full-time position was denied; however, the university did approve to bring in a graduate assistant for diversity and inclusion to work approximately 29.5 hours each week. This individual, Mr. Lance Moore, began with the university on July 1, 2017.

Goal 4: Educate African-American males regarding the various academic resources that are available to them.

Objective 1: The doctoral student educated African-American male students regarding the on-campus academic resources that were available for financial and academic support. The education came in the form of brochures and social media via the Student Success Center on campus. This type of student education will be continuous, as the students have significantly benefited from having this knowledge at this point.

Goal 5: Organize a committee to meet regularly to discuss the current state of African-American male student success.

Objective 1: The doctoral candidate reached out to faculty and staff interested in participating in a committee to chat regularly about African-American male student success on campus. In the fall of 2016, the consultant joined the university's early alert team and

participated for 1 academic year. The site advisor remains on the committee to this very day.

2.2.2 Success Criteria

The success of this project is measured by the accomplishment of each project objective.

2.2.3 Risks

The risks in this project ran the gamut from inadequate staffing and resources to insufficient financial aid support. Throughout the duration of the project, the consultant self-identified an additional risk: The university was bringing in students who were academically underprepared to be successful. Although a medium-level risk at the time, this risk could easily escalate to major if it is not mitigated.

2.3 Definitive Scope Statement

The retention of African-American male students was an issue at Averett University, as it is with several other small, private, predominately White institutions. Over the past few years, the consultant sought to increase the retention of this particular group of students at Averett University in Danville, Virginia. The scope of the project focused on several areas to enhance the retention of this particular group of students. The areas of focus within this project included but were not limited to the following: financial support, mentorship, academic support, additional staffing for diversity programming, and community advocacy. Each of the abovementioned areas of focus directly related to student success at the university. The consultant worked closely with various other institutional constituents (Student Success Center, Department of First Year Experience, and the Department of Student Life) to achieve success.

3 Deliverables

3.1 To Partnering Organization

For this project, several deliverables were distributed to the institution in various different ways. Table 1 provides a list of detailed steps that were carried out by the doctoral student to accomplish the associated tasks.

Table 1

Consultancy Project Deliverables with Associated Due Dates

Deliverable	Date
1.) Approval with Site Advisor a. Met with site advisor to discuss project goals, scope and gained approval to move forward.	July 1, 2016
2.) Identification of Financial Resources a. Hired two student assistants to research scholarship opportunities for African-American male students.	Summer 2017 semester (estimated)
3.) Identification of Other Resources a. Created a list of faculty, staff, and community partners affiliated with the university who were willing to serve as mentors for African-American male students.	Spring 2017 (estimated)
4.) Creation of a Black Student Union (BSU) and Brother4Brother (B4B). a. Addressed the needs of diverse and multicultural students on campus via programming.	Spring 2017 semester (estimated)
5.) Implement New Hire a. Generated new hire paperwork to bring on a graduate assistant for diversity and inclusion to the Student Life team to work with diversity and inclusive initiatives for the university.	July 1, 2017
6.) Communication with other university departments a. Partnered with the Student Success Center to create educational material to educate African-American male students regarding educational and academic resources available on campus.	Summer 2017 (estimated)
7.) Collaboration a. Joined the university's early alert team to identify African-American male students with academic, social, family, and/or other personal issues early on in hopes of intervening earlier to keep the student on track.	August 2016

3.2 From Student

There were no additional deliverables from the doctoral student.

4 Project Approach

4.1 Project Lifecycle Processes

The retention of African-American male students at Averett University was an initiative that was supported by the faculty, staff, administration, and other university constituents. As an enrollment-driven institution, the goal was for the institution's enrollment to continuously increase overtime. This project focused specifically on the retention of African-American male students and programmatic and institutional initiatives that improved the plight of this group of students. Placing institutional focus on these initiatives affected retention in a positive way; however, the consultant must continuously work with campus partners in order to further accomplish the project goals.

4.2 Project Management Processes

Table 2

Project Management Process

Project	Constituents	Objectives	Deliverables
Staffing	Site Advisor, Consultant	<ol style="list-style-type: none"> 1. Discovered lack of human resources devoted exclusively to diversity and inclusion initiatives 2. Made recommendation and received approval to hire graduate assistant for diversity and inclusion 	<ol style="list-style-type: none"> 1. Graduate Assistant for Diversity and Inclusion Initiatives position began on July 01, 2017
Education	Student Success Center Staff, Consultant	<ol style="list-style-type: none"> 1. Identified need to educate students regarding financial and academic resources 2. Collaborated with colleagues to develop a way to educate students regarding resources 	<ol style="list-style-type: none"> 1. Brochures and other educational materials were presented to students to educate them on academic and financial resources.
Programming	Students, Student Life Staff, Consultant	<ol style="list-style-type: none"> 1. Identified African-American students who could benefit from programming initiatives 2. Created programming activities and 	<ol style="list-style-type: none"> 1. Black Student Union (BSU) was a deliverable created under this initiative, as an avenue for programming

		organizations to facilitate such initiatives 3. Supported students by promoting and participating in their programming initiatives	
Mentorship & Guidance	Faculty, Staff, Consultant	1. Identified faculty/staff who desired to serve as mentors to African-American male students. 2. Generated a list of interested faculty/staff for students and the doctoral student to utilize for mentorship opportunities	1. The early alert team is a continuous resource that was accomplished as a direct result of this project.

4.3 Project Support Processes

The doctoral student collaborated with a myriad of institutional constituents, including the site advisor, to accomplish the various stages of the consultancy project. If any issues arose, the site advisor was contacted immediately.

4.4 Organization

4.4.1 Project Team

There was no formal project team to accomplish the goals of the project. The consultant worked individually. The site advisor and the new graduate assistant for diversity and inclusion initiatives were kept in the loop and were consulted as often as needed. Both individuals were very helpful in providing information when needed, especially as the consultant moved off site. The faculty and staff members who volunteered their time to mentor and guide the African-American male students were very helpful as well.

4.4.2 Mapping Between Averett University and Student

There was certainly some mapping between the university and the doctoral student that had to occur to ensure success. Figure 1 illustrates the mapping between Averett University and the doctoral student.

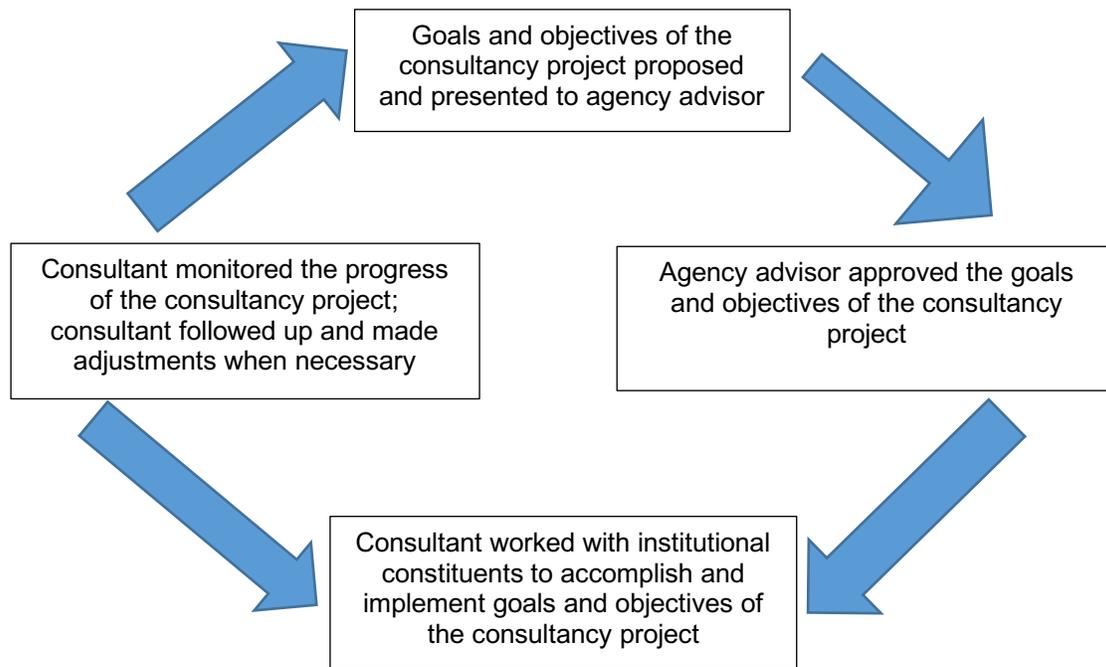


Figure 1. Mapping between Organization and Student.

5 Communications Plan

As with any project, a communication plan was an essential component. Table 3 shows the communication plan between the doctoral student and the stakeholder for the duration of the project.

Table 3

Communication Plan

Stakeholder	Needed Information	Reason for Need	When it was to be received	How it was to be delivered
Averett University, Division of Student Life	• Goals and objectives	To understand where the consultant is going with the project	Beginning of project (July 2016)	Via email (final December 2018)
	• Anticipated benefits	To provide the expected benefits	November 2016	Face-to-face meeting
	• Risk Assessment	To shed light on potential risks	April 2017	Via assessment instrument
	• Quality Assurance Plan	To ensure and explain how quality will be assured	November 2017	Face-to-face meeting
	• Budget	To provide resources associated with the project	December 2017	Via proposal to site advisor
	• Updates	To determine progress and area where improvement is needed	Continuously throughout the duration of the project	Via monthly updates

6 Work Plan

During this project, there were multiple tasks that the doctoral student took ownership of to accomplish the project goals. The work breakdown structure shows exactly what the doctoral student did to operationalize the project objectives. The doctoral student used appropriate resources to assist in achieving the project outcomes.

6.1 Work Breakdown Structure

1. Created a scholarship database to provide scholarship information to African-American male students to help them financially
 - a. To reach this goal, the doctoral student hired a work study student to research scholarship opportunities exclusively available to African-American male students. Once the scholarship opportunities were identified, a master database was compiled and kept current with scholarship information. (Completion Date: August 1, 2017)
2. Improved the faculty/staff mentorship opportunities available to African-American male students
 - a. To reach this goal, the doctoral student reached out to faculty and staff at the institution who were interested in becoming mentors to African-American students. A list of mentors was compiled along with their respective contact information. The data were made assessable to the African-American male students. (Completion Date: December 14, 2018)
3. Created a position that coordinates diversity and multicultural education initiatives and student-led groups on campus
 - a. The doctoral student worked to create clubs and organizations that appealed to a more diverse and multicultural group of students. (Completion Date: March 20, 2017)
 - b. The doctoral student worked to create a proposal for a new university position. The position was to coordinate all diversity and multicultural affairs for the university and provide a center for minorities (African-American male students, in this case) to get involved, feel included, and receive regular support. (Completion Date: July 01, 2017)
4. Educated African-American males regarding the various academic resources that are available to them
 - a. The doctoral student educated African-American male students regarding the on-campus academic resources that are available for academic support. The education came in the forms of educational seminars on campus, brochures, and social media. (Completion Date: May 1, 2018)
5. Organized a committee to meet regularly to discuss the current state of African-American male student success

- a. The doctoral student reached out to faculty and staff interested in establishing a committee to chat regularly about African-American male student success. (Completion Date: December 1, 2016)

6.2 Resources

- See Appendix A: Black Student Union (BSU) of Averett University Constitution
- See Appendix B: Brother4Brother Constitution . . . Averett University

7 Milestones

The consultancy project began in the spring of 2016. Table 4 illustrates the list of milestones accomplished and the tracking information associated with each milestone.

Table 4

Milestones

Milestone Number	Title	Forecast date
1	Introduction, Background, Statement of Problem and Purpose of Project	21-Sep-16
2	Initial Goals and Objectives of the Project	22-Sep-16
3	Definition of the Scope of the Project	22-Sep-16
4	Benefits of the Project	26-Nov-16
5	Project Risk Assessment and Mitigation Plan	30-Apr-17
6	Project Assumptions, Goals, Objectives and Restrictions	12-May-17
7	Detailed Project Timeline	1-Dec-17
8	Project Budget	1-Dec-17
9	Quality Assurance Plan	1-May-18
10	Overall Performance, Reflection and Summary of Key Facts	22-Jul-18
11	Executive Summary of Project	1-Oct-18

8 Metrics and Results

Collecting raw data was essential to understanding the central problem within this consultancy project. Table 5 illustrates the raw data collected from the African-American male students who left the university during or at the conclusion of the fall 2015 semester with a documented rationale. Involvement in clubs, organizations, and the student conduct process are also documented within this table.

Table 5

Metrics and Results

Date of Separation	Prefix	Reason	Club/Org	Conduct	Number
12/09/2015	Mr.	No Info	No	No	1
12/09/2015	Mr.	Low grades, money	Football	No	2
10/02/2015	Mr.	Medical Withdrawal	Football	No	3
12/09/2015	Mr.	Leave of absence	Football	No	4
12/09/2015	Mr.	No Info	No	No	5
12/09/2015	Mr.	No Info	Football	No	6
12/09/2015	Mr.	Wanting to be close to home	Football	No	7
12/09/2015	Mr.	Came to play football but was injured	Football	No	8
12/09/2015	Mr.	Army	Football	No	9
12/09/2015	Mr.	No Info	No	No	10
12/09/2015	Mr.	Transferring to school closer to home	No	No	11
12/09/2015	Mr.	Low grades	No	No	12
12/09/2015	Mr.	Family Issues	No	No	13
12/09/2015	Mr.	Stopped attending classes	Theater	No	14
12/09/2015	Mr.	Transferring to school in GA	No	No	15
12/09/2015	Mr.	Was bored at university	Football	No	16
12/09/2015	Mr.	Needs to go home and help parents	Football	No	17
09/14/2015	Mr.	No Info	No	No Info	18
12/09/2015	Mr.	No Info	No	No	19
10/01/2015	Mr.	No Info	No	No	20
12/09/2015	Mr.	Went to school in CA	No	No	21
12/09/2015	Mr.	Grades, money	Football	Yes	22
12/09/2015	Mr.	Mom sick, dad lost job	Football	No	23
12/09/2015	Mr.	Did not like it at university	No	No	24
12/09/2015	Mr.	Did not like it at university	Football	No	25
12/09/2015	Mr.	Low grades, not happy here	No	No	26

(L. Villarose, personal communication, July 27, 2016).

Analysis

Approximately 22% of the African-American males who left the university reported that they had low grades or stopped attending classes (Villarose, 2016). This is an issue that is directly tied to retention; because if students are not performing well academically or not going to class, they will not be successful. At Averett University, there are some resources that students can utilize to overcome academic obstacles. Such resources include the Student Success Center, which is a 24-hour study lounge with computer access and printer capability. This center is used regularly by a large number of students. The library is also open late to provide students with a quiet place to study. Books and various other academic resources are available in the library free of charge for student usage.

Roughly 17% of African-American male students left the university in the fall 2015 semester because they were bored with the institution and/or not happy with the institution. In this instance, the consultant can work to determine what the institution can do within reason to please the students and make them happier. Seventeen percent of the African-American male students who left the institution in the fall 2015 semester also indicated that they had left to take care of family issues at home. Most of the family issues had to deal with helping a parent or both.

Thirteen percent of the African-American male students who left the university during the time period transferred to other institutions. The institutions to which these respective individuals transferred range in distance from closer to home all the way to California. Nine percent of the students reported that they left Averett University for financial reasons, while another 9% were injured or hurt and were granted medical withdrawals. This information will undoubtedly assist the consultant in improving the organization.

One student reported that he took a leave of absence from the university with hopes of returning. Another student provided that he left Averett University to pursue a career with the United States Army. Homesickness, although not a common theme reported, affected one African-American male student who left the institution because he simply wanted to be closer to home. Of the African-American male students who left the university in the fall of 2015, 48% were not involved in anything on campus, while another 48% were members of the Averett University football team. Violation of the university's code of conduct was not a common theme among the students who separated from the university during this time, as only one of the students who separated had been charged for violating the code of conduct at least on one occurrence.

Discussion

According to Villarose (2016), unsatisfactory academic performance was the most reported reason contributing to African-American male students separating from the university during the fall 2015 semester. As the doctoral student, I wholeheartedly agree with that assessment. I chose this topic because I am truly passionate about the

retention of students at small colleges and universities, particularly African-American male students. This project has been a necessary project for Averett University. With all the moving parts, the project was a little difficult to implement in terms of working from a distance; however, collaboration and motivation were certainly two facets that kept the project consultant and other constituents on task. The project assumptions, objectives, and goals were satisfied to the best of the consultant's ability within the allocated timeframe.

9 Risks, Constraints, Assumptions

9.1 Risks

As with anything, there were certain risks associated with this project. Table 6 displays a detailed description of the risks, mitigation plan, contingency plan, impact, and likelihood of occurrence.

Table 6

Risks

Risk Description	Mitigation Plan (what to do to avoid the risk occurring)	Contingency Plan (what to do if the risk occurs)	Impact (what the impact will be to the project if the risk occurs)	Likelihood of occurrence (e.g., % or high/medium/low)
Bringing in students who are academically underprepared for success	The Office of Undergraduate Admissions needs to be more intentional in recruiting students who are better prepared to do college-level work. This involves examining high school transcripts and other standardized testing scores in more detail. High schools need to do a better job of preparing students academically for college.	Educate all students as soon as possible, upon entry to the university regarding resources available to assist them. Offer remedial courses to bring students up to an appropriate level of academic preparation.	Medium	Likely
Not providing financial aid awareness training and support to first generation parents and students	First generation college students and their parents need more exposure to the financial aid process. A more in-depth explanation of basic borrowing, how financial aid is awarded and an individual explanation of the award package can be very beneficial to parents and students who are first generation.	Begin a series of financial aid awareness workshops for first generation college students and parents	Medium	Likely
Inadequate faculty/staff to support retention initiatives at the university	As the university continues to grow, adding more faculty and staff will provide the opportunity for more follow up with students of concern and students at risk. The more faculty and staff employed at the university, the more “boots on the ground” to work with students and ultimately retain them.	Incentivize faculty and staff who actively support retention initiatives at the university (extra vacation time, days off, etc.)	Medium	Likely

<p>Hiring adequate faculty/staff of color within the organization to support students of color</p>	<p>African-American male students along with other students of color need to have more access to faculty/staff mentors of color just as their counterparts. The Department of Human Resources has been intentional in trying to recruit faculty and staff of color into the university system. The geographic location of the university is a major barrier to recruiting faculty/staff of color.</p>	<p>Pay faculty/staff of color more, knowing that in addition to their regular job, they will inadvertently serve students of color as mentors</p>	<p>High</p>	<p>Unlikely</p>
<p>Training provided for faculty/staff to assist with and supporting African-American male students</p>	<p>Training needs to be provided to all faculty and staff members that focuses on understanding and supporting African-American male students of color. At the point, this training is unlikely but the consultant hopes to eventually engage faculty/staff in this much-needed training.</p>	<p>Train new faculty and staff, as they enter the university, to support African-American students</p>	<p>Low</p>	<p>Unlikely</p>
<p>Establishing a protocol to retain students who separate from athletics and students who are not athletes</p>	<p>The university is working on developing a protocol to attract and retain non-athletes. The consultant is working with the university to develop a contingency plan to keep athletes who separate from their team involved within the university community and retained.</p>	<p>Intervene with students who separate from athletics quickly to encourage involvement in other campus clubs and organizations; Continue to support students in other ways and provide ways to show other campus offerings aside from Athletic participation</p>	<p>High</p>	<p>Likely</p>

9.2 Constraints

- The Office of Enrollment Management has been very helpful in providing resources and other important data to the consultant which have assisted with the project goals; however, there is a limit on what the office can provide in an attempt to respect the confidentiality of students.
- There were some limits to funding which did not allow for the organization to bring on a full-time professional; however, the organization allocated some funding to hire a graduate assistant for diversity and inclusion initiatives. This person will work 29.5 hours per week, in the newly established role.

- The consultant, an African-American male, had several years of experience in college student development and could potentially be biased; however, the consultant worked diligently to put his previous experiences aside and tackle the consultancy from an objective standpoint.

9.3 Assumptions

- The retention of African-American male students was an initiative that was widely supported by faculty, staff, administration, and other university constituents.
- As a small, private institution, the organization was somewhat limited in what it could offer financially to support the consultancy project.
- With the consultant's creativity, the university grew from this work; however, the outcome of this consultancy project will continue after the consultant leaves the institution and will need continuous assessment by the designee (Dean of Students) to determine long-term productivity.
- The consultant and the university constituents believe that the overall satisfaction and experience of the African-American male students improved as a result of this project.
- The goals, objectives, and assumptions of the consultancy have continued to expand throughout the consultancy.

10 Financial Plan

A financial plan is an essential part of any initiative. Table 7 shows the essential plan associated with this project over the 3-year period.

Table 7

Financial Plan

	Funding Need/ Allotted
Year 1 (2015-2016)	
Academic Performance and Attendance	\$0.00
Sense of Belonging and Support	\$0.00
Financial Aid Guidance and Awareness	\$52,000.00
TOTAL	\$52,000.00
Year 2 (2016-2017)	
Academic Performance and Attendance	\$21,000.00
Sense of Belonging and Support	\$29,500.00
Financial Aid Guidance and Awareness	\$3,500.00
TOTAL	\$34,000.00
Year 3 (2017-2018)	
Academic Performance and Attendance	\$500.00
Sense of Belonging and Support	\$10,500.00
Financial Aid Guidance and Awareness	\$9,000.00
TOTAL	\$20,000.00
Grand Total	\$106,000.00
Additional Funding needed as project grows	\$10,000.00 (per year)
Total Estimated Budget for Year 4 (2018-2019)	\$116,633.00

This was a moderately expensive project; however, the university saved money in the long run simply by not losing as many students. The investment was costly on the front end, but there will definitely be a substantial return on investment that will help grow the university's endowment in years to come. It is noteworthy to indicate that the only item not included within the estimated budget was the assessment instrument. This instrument can easily be added in once the consultant reaches this part of the project.

11 Quality Assurance Plan

A quality assurance plan is a critical component to any project. Table 8 demonstrates the quality assurance plan associated with the project with strategies utilized to achieve the associated goals.

Table 8

Quality Assurance Plan

	Goals	Objective(s)	Strategies	Activities
Scholarship database	Created a scholarship database that provided scholarship information to African-American male students to help them financially.	To reach this goal, the doctoral student hired a work study student to research scholarship opportunities exclusively available to African-American male students. Once the scholarship opportunities have been identified, a master database will be compiled and kept current with scholarship information.	1. Include detailed criteria about scholarship qualifications within database and encourage target audience to apply whenever necessary 2. Share database with financial aid office	1. Review and update database on a monthly basis to reflect the most current information 2. Identify strong student workers to train new student workers on the process of seeking scholarship information 3. Keep Financial Aid Office, as well as other offices updates as often as possible
Mentorship Opportunities	Improved the faculty/staff mentorship opportunities that are available to African-American male students.	To reach this goal, the doctoral student reached out to faculty and staff at the institution who were interested in becoming mentors to African-American students. A list of mentors was compiled along with their respective contact information. The data was made assessable to the African-American male student.	1. Identify interested mentors and mentees 2. Create opportunities for mentorship to occur 3. Involve as many African-American students, faculty and staff, as possible	1. Assemble the two teams to meet on a re-occurring basis 2. Create opportunities for dialogue in the separate groups 3. Circulate any “woots” or “woes” necessary to improve the entire mentorship process
	Goals	Objective(s)	Strategies	Activities
Create Diversity and Multicultural	Created a position that coordinates	1. The doctoral student worked to create clubs and	1. Advertise for the diversity and inclusion	1. Create and advise the Brother for

Education position	diversity and multicultural education initiatives and student-led groups on campus.	organizations that appeal to a more diverse and multicultural group of students. 2. The doctoral student worked to create a proposal for a new university position. The position coordinates all diversity and multicultural affairs for the university and provides a center for minorities (African-American male students, in this case) to get involved, feel included and receive regular support.	graduate assistant position 2. Implement a program to assist with the retention of African-American males 3. Progressively advance graduate assistantship into a full-time position and eventually a department	Brother program at Averett University 2. Identify a second person to co-advise the organization that has passion for working with the group of students in need 3. Assemble interested students 4. Plan programs on campus to get the targeted students involved 5. Assess and share the success of the program 6. Advocate for growth
	Goals	Objective(s)	Strategies	Activities
Education on Academic Resources	Educated African-American males regarding the various academic resources that are available to them.	The doctoral student educated African-American male students regarding the on campus academic resources that are available for academic support. The education will continue in the forms of educational seminars on campus, brochures and social media.	1. Identify academic areas where students may be weak 2. Create opportunities for students to become educated about campus resources 3. Identify faculty and staff members to champion academic initiatives 4. Create surveys to determine progression at the conclusion of the next semester	1. Identify spaces in the Student Success Center for students to be able to get information the offered resources 2. Engage faculty more in the process of educating students about educational resources 3. Extend the hours of the Student Success Center, to potentially gather more students to actually receive the information 4. Encourage members of the

				<p>student success center to go to classes, to inform students of services</p> <p>5. Encourage student life staff to program in programming spaces and residence hall spaces to get the word out</p>
<p>Establishment of an African-American male student success committee</p>	<p>Organized a committee to meet regularly to discuss the current state of African-American male student success.</p>	<p>The doctoral student reached out to faculty and staff interested in establishing a committee to chat regularly about African-American male student success.</p>	<ol style="list-style-type: none"> 1. Identify faculty/staff who would serve as great members of the committee 2. Identify a day/time to meet weekly or biweekly 3. Address issues discussed with appropriate persons across campus 	<ol style="list-style-type: none"> 1. Identify issues more immediate involving African-American male students, in hopes of coming up with a solution more quickly 2. Strengthen relationship between faculty and staff to better meet the needs of students 3. Act in the best interest of African-American male students

The consultant designed the consultancy project to shine light on the various factors that affect the retention among African-American male students enrolled at Averett University in Danville, Virginia. The project also addressed the fact that it is significantly cheaper to keep African-American male students at the university than to recruit and new ones. The consultant discovered that there is a culture shift in the recruitment processes that could improve upon the retention of this very important group of students. Within the project, the significant areas of concern were as follows: academic performance and attendance, sense of belonging and support, and financial aid understanding and awareness. The plan to address these issues and concerns will be reviewed regularly and updated whenever needed. The consultant is aware that additional issues unbeknownst to the consultant may arise at a later point; however, the goal is to remedy the current issues so Averett University is in a better position to handle additional issues that may arise at a later date.

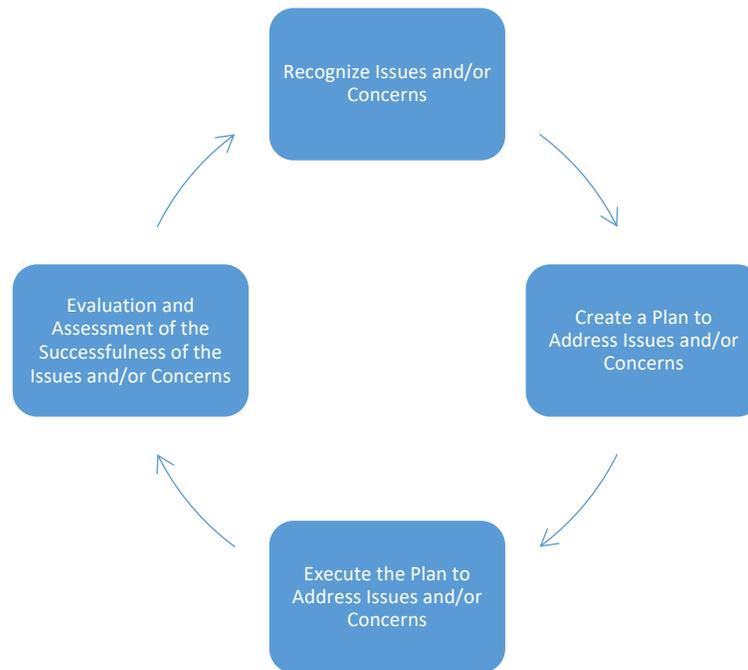


Figure 2. Quality Assurance Diagram

Figure 2 displays the quality assurance plan that is associated with the effectiveness of this consultancy. As indicated, issues and/or concerns are likely to be recognized and a plan will certainly need to be put in place to address such items. After the plan is executed, continuous assessment will be in order to show if the plan is actually working or not. The goal is to have the quality assurance plan become a part of the department's culture, especially as the dynamic of the African-American males change from year to year.

References

- Averett University. (2016). *About Averett University*. Retrieved from <http://www.averett.edu/about-us/>
- Ehrenberg, R. (2001). Tuition rising: Why college costs so much. *Exploring the Future of Higher Education*, 87-100.
- Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). San Francisco, CA: Jossey-Bass Publications.
- U.S. News & World Report Education. (2016). *National liberal arts colleges: Freshmen least most likely to return*. Retrieved from <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-liberal-arts-colleges/freshmen-least-most-likely-return>

Appendix A – Black Student Union of Averett University Constitution

Black Student Union of Averett University Constitution

Preamble

The Black Student Union (BSU) and all members here and after will adhere to the rules and regulations set forth by the constitution of the Black Student Union of Averett University. In recognition of, and pursuant to, the highest aspirations of social and cultural heritage and awareness, the black student Union constitution seeks to outline and preserve the individual and collective rights of its members. The constitution, all amendments to the constitution, and the bylaws shall be the governing rules to be followed by the Executive Board, the advisor, the various committees, and the general body. The provisions of the constitution, its amendments, and the bylaws hereto, and the laws, and the actions, and the organization which it establishes presently, or hereafter enacted, shall be subject to the agreement of the standing advisor.

Article I: Identification

Section 1: Name

The name of this organization shall be the Black Student Union at Averett University, hereafter referred to as “BSU”. This name shall be used only in conjunction with the official business and activities of the organization.

Article II: Purpose

Section 1: Purpose

The purpose of this organization is to encourage and uplift people that are in the black community and educate students. Black Student Union will also aid in the growth and development of the Averett University community through series of culturally, socially, and academically focused programs and events through education relevant to the perspectives of the minority population. We will also do community service, campus involvement, and professional development, thus allowing our members to overcome challenges faced and to succeed on all facets of life.

Article III: Membership

Section 1: Membership

Any individual who is a student of Averett University may be a member of the BSU. Any individual seeking to be an officer in this club must be an Averett University student. To remain a member in the good standing, one must be dedicated and willing to work.

Membership Expectations:

- All members are required to pay dues which consists of \$10 a semester.

- All members are required to maintain a Cumulative GPA of 2.0
- All members are required to attend meetings regularly.

Removal of Membership:

Dismissal from the organization can occur at any time for any of the members (including the advisor, the Executive Committee, and general membership) by vote of the entire Executive Committee. Grounds for probation and impeachment are:

- Failure to fulfill duties and responsibilities of office.
- Misuse of BSU funds or property.
- Conduct which disgraces the BSU.
- Academic conduct begins to decrease (GPA lower than 2.3).
- Not showing professionalism on BSU trips.
- Failure to pay dues will result in non-eligibility of membership and non-participation in events held specifically for BSU members.

Dues:

Dues are \$10 a semester or \$20 for the entire year. These dues will help aid the club in the events, trips, and other projects set forth by BSU.

Article V: Officers

Section 1: The officers of this organization shall consist of President, Vice President, Secretary, Treasurer, and Public Relation Manager/Communications.

Section 2: The officer position of the black student union shall be held for one academic school year term to be voted on in the spring.

Section 3: Executive Board members must be in good academic and disciplinary standing with Averett University.

Section 4: The advisor shall be a non-voting member.

Section 5: Only Averett University students can hold an officer position.

Article VI: Duty of Officers

Section 1: Executive Board members must be in good academic and disciplinary standing with Averett University.

Section 2: The president's responsibilities include:

- Preside over all formal, informal, and executive meetings.
- Call meetings or Executive and general body when necessary.
- Acts as BSU representative and spokesperson or appoint alternate.
- Be responsible and held accountable for the BSU budget in coordination with the treasurer.
- Confer with the advisor on business matters.
- Give advice to Executive in the discharge of responsibilities and duties.

- Provide for orderly transfer of all documents at all the end of his/her term to the advisor and newly elected BSU officers.
- Uphold the purpose of BSU.

Section 3: The Vice Presidents responsibilities include:

- Enforce due observance of this constitution.
- Preside in the absence or inability of the President.
- Represent the BSU in all internal functions.
- Succeed the President in the event of registration or impeachment.

Section 4: The Secretary's responsibilities include:

- Maintain an accurate and permanent record of the minutes of the Executive Committee and general body meetings (formal and informal).
- Give notice of the BSU meetings to all members (write what's going on).
- Take and maintain a record of attendance at all Executive Council and General Body meetings.
- Tallying votes from Executive Committee and the general members.
- Monitor Group Me app.

Section 5: The Treasure's responsibilities include:

- Maintain an accurate account of all BSU financial transactions.
- Present a written report of all financial transactions to the Executive Committee.
- Produce and be held accountable for the BSU budget in coordination with the President.

Section 6: The Public Relations Manager's responsibilities include:

- Responsible for getting the events of the BSU to the student body, faculty, and staff, when applicable.
- Maintaining all forms of social media for BSU.
- Be well versed in the history of BSU.
- Maintain visual records of events.

Article VII: Officer Election and Removal

Section 1: The officer position of the black student union shall be for one academic school year term to be voted on in the spring.

Section 2: Officer elections will consist of the following process:

Nomination Process:

- Each member attempting to run for office will be available for nomination by filling out a cabinet application form sent out by the E-Board.

Elections:

- In each spring semester elections will be held for all E-Board positions.
- All elections should be on a ballot made by the current secretary.
- Each Member will be allowed one chance to stand before all Black Student Union on the given day and explain why they would be the best candidate for the position available.
- To win the election, $\frac{3}{4}$ of the members have to agree unless it's unanimous.

Section 3: In the event an officer is judged to be deficient in his/her duties (as determined by a unanimous agreement of the remaining executive officers and advisor), he/she may be removed by a two-thirds vote of the active organization membership. The advisor shall oversee the process of removal from office.

Section 4: In the event of Black Student Union needing to fill a vacancy spot the procedures shall be as following:

- Hold a meeting with all BSU members to inform the members that a position will be opening.
- Members interested will fill out an application provided by the current secretary.
- Those members will be voted on by E-Board primarily but would have to get a $\frac{3}{4}$ majority vote by the members.

Article VIII: Elections and Voting

Section 1: Voting

- Only active members will be eligible to vote for candidates running for office.
- Members running can vote for themselves if they please.
- Members are only allowed one vote per position.

Section 2: Officer Removal

Officers will be removed from office if they're not upholding the Black Student Union standards:

- Failure to fulfill duties and responsibilities of office.
- Misuse of BSU funds or property.
- Conduct which disgraces the BSU.
- Academic conduct begins to decrease (GPA lower than 2.5).
- Not showing professionalism on BSU trips.

Article X: Role of Advisor

Section 1:

- Advisors for Black Student Union will be chosen by the current E-Board.

- Advisors shall be chosen in the spring to ensure a steady advisor through the next academic year.
- The advisor of Black Student Union shall be a current staff or faculty member of the institution.
- Expectations for Advisors will be handed personally to Advisors by President and Vice-President and can be renewed or subject to change each year.

Section 2:

- If an advisor change is necessary, the E-Board will meet and vote to remove the current advisor.
- The E-Board will meet with the current advisor to inform them on the decision made by the E-Board.
- The E-Board will find and vote on a new advisor to advise Black Student Union.

Article XI: Meeting Procedures

Section 1:

- BSU will hold regular meetings weekly that will be estimated to be an hour long.
- The day, time, and location of the meetings will be determined each semester by the E-Board.
- All members will be informed of the meetings by email and GroupMe at least an hour before every meeting. The secretary will send out both, an email and message in the GroupMe to remind members of the meetings.
- Weekly meetings will be ran by the E-Board member selected by the president in the previous E-Board meeting.

Article XII: Finances

Section 1:

- All BSU funds will be managed only by the President and Treasurer.
- The Treasurer will:
 1. Maintain an accurate account of all BSU financial transactions.
 2. Present a written report of all financial transactions to the Executive Committee.
 3. Produce and be held accountable for the BSU budget in coordination with the President.

Article XIII: Supremacy Clause

Section 1:

- Black Student Union agrees to follow all Averett University, State, and Federal laws and policies.

Article XIV: Non-Discrimination Clause

Section 1:

- Black Student Union states that no student will be excluded from membership or participation on the basis of his or her race, color, religious status or historic religious affiliation, sex, national origin, age, political affiliation, veteran status, disability, sexual orientation, gender identity and expression, or unless exempt under Title IX, gender.

Article XV: Amendments & Ratifications

Section 1: The Constitution may be amended by a two-thirds majority vote by all BSU members:

- The executive committee, advisors, and the general BSU member population.

Article XVI: Training

Section 1: Before taking on a new officer position, the E-Board will complete:

- Two days of mandatory training, in which the E-Board will learn the history of BSU and the exact duties of their jobs.
- Each E-Board member, on the final day of training, must take an oath of their position and do a collaborative oath of unity.

Appendix B – Brother4Brother Constitution: Averett University

Brother4Brother Constitution

Averett University

Article I: Name

Section 1: The name of this organization shall be Brother4Brother.

Article II: Purpose

Section 1: The purpose of the Brother4Brother club or organization is to have a success-focused program in which young men learn to conduct themselves in a mature manner, discover ways to engage themselves in the Averett community and beyond, and develop the skills and attitude required to be successful – both at Averett and in their chosen career.

Article III: Membership

Section 1: Membership is open to all Averett University students

B4B mentors must remain in good academic standing, as defined by the University's academic policies. Additionally, mentors must remain in good judicial standing with the Office of the Dean of Students.

Mentors are required to meet weekly with all mentees assigned. The weekly meeting can be either one-on-one or in a group setting. Mentor/mentee meetings can be academic, social, or service-oriented. Mentors are also required to meet monthly with a B4B advisor.

Mentors are expected to assist with recruitment of mentees for the B4B program. This includes, but is not limited to, manning recruitment tables at club fair, visiting classes for presentations, updating social media, and personal outreach.

Mentors who fail to meet any of the expectations of the B4B program will be required to meet with a B4B advisor for corrective action. Mentors who continue to fall short of requirements will face disciplinary action, up to, and including, removal from the mentoring position.

Expectations of Mentees

The success of the mentoring process is based on the effort given by both mentor and mentee. To have a successful mentoring partnership, the mentee must be present and willing to listen to the guidance offered by his mentor and take steps to improve his success.

Mentees are expected to attend all scheduled meetings with their mentors. If the mentee cannot attend a scheduled meeting, a courtesy call to the mentor is expected.

Mentees should remain in good standing with the Office of the Dean of Students. If judicial sanctions are levied against a mentee, the mentor should be notified by the mentee and a plan must be developed to ensure the mentee does not again run afoul of the behavioral policies of the University.

Should a mentee not attend a meeting, nor give the mentor forewarning, the mentor will first contact the mentee to ensure the scheduled meeting will no longer be a conflict. Should the mentee miss a second time, the mentor will alert the B4B program coordinators and again reach out to the mentee to correct the issue. If a third mentor/mentee meeting is missed, the mentor will alert the program coordinators. A meeting to correct the situation will be scheduled with the program coordinator, and will include the mentor and mentee. If a mentee misses a fourth

scheduled mentor meeting without prior notice, he will no longer be considered a mentee in the B4B program and will not be allowed to participate in any of the B4B program activities.

- Active Members: Tyler Gray, Devin Merritt, Isaiah Grice, Xavier Aguliar, Justin Culp, Josh Davis, Nemo Lesesane, Myles Bennett, Anthony Cheeks, Isaiah Howard, Kejuan Shivers, and Romello Herbin.

Article IV: Membership Fees

Section 1: As a member of Brother4Brother we will not have any membership fees.

Section 2: Members who are current on their dues payment shall be classified as “active” members.

Article V: Officers

Section 1: The Executive Board shall be the President, Vice President, and Events Coordinator.

Section 2: The term of office for the E- Board shall be for one academic school year, unless a member early or is removed from office.

Section 3: Executive Board members must be in good academic and disciplinary standing with Averett University.

Section 4: The Advisor shall be a non-voting member.

Section 5: Only Averett University students are allowed to hold an officer position.

Article VI: Duty of Officers

Section 1: Only students in good academic and disciplinary standing may serve as officers.

Section 2: The duties of the President shall be:

- The President shall be at all meetings including general and executive board.
- The President shall compromise all meeting agendas.
- The Presidents shall attend all Leadership Council meetings and inform Brother4Brother of the upcoming events.
- The President shall aid their sister group Sister4Sister in any help that they need.

Section 3: The duties of the Vice President shall be:

- The Vice President shall assist the President in all matters.
- The Vice President shall handle attendance at all formal and informal meetings.
- The Vice President shall stand in for the president to fulfill all responsibilities in case of absence

Section 4: The duties of the Events Coordinator shall be:

- The Events Coordinator shall be in charge of all social media.
- The Events Coordinator shall email all members with current events within group.
- The Events Coordinator shall be in control/plan all events for Brother4Brother.

Article VII: Officer Election and Removal

Section 1: Upperclassmen mentors serve as the de facto Board of Directors (Board) for B4B. No officers are elected; decisions concerning the B4B program are deliberated upon and agreed upon by a $\frac{3}{4}$ majority of the mentors. The board develops the mission, vision, and goals for the program.

Section 2: In the event an officer is judged to be deficient in his/her duties (as determined by a unanimous agreement of the remaining executive officers and advisor), he/she may be removed by a two-thirds vote of the active organization membership. The advisor shall oversee the process of removal from office.

Section 4: Procedures for filling a vacancy

A. The advisor will appoint member to fill this position.

Article VIII: Elections & Voting

- Brother4Brother will not have any voting of officers. Officers will be appointed by the advisor.
- Members however will be able to vote to change the constitution.

Article IX: Committees

- As of right now, we will not have any committees in Brother4Brother.

Article X: Role of Advisor

The program coordinators (Advisors) for B4B are current faculty members and staff of Averett University. The duties of the advisor(s) are (are) as follows:

- Recruit, train, and advise B4B mentors.
- Facilitate the monthly group mentor meetings.
- Coordinate B4B activities.
- Serve as liaison between B4B and the University administration.
- Evaluate the B4B program, provide programmatic updates, and appraise the organization for University administration.
- Attend a majority of the B4B events.
- Manage budget.

Article XI: Meeting Procedure

Section 1:

- All meetings will be held twice a month on Tuesday's in the Bishop Conference center.
- Within our meeting we will have a PowerPoint, inspirational videos, and group discussion on how to become better students and men.
- We need at least 60% of all members at every meeting when it comes to a group decision.

Article XII: Finances

- All finances will be handled by the advisor of Brother4Brother. If there is a need for a fundraiser the money and ideas will run through the advisor before any action takes place.

Article XIII: Supremacy Clause

- The Brother4Brother club agrees to follow all Averett University, State, and Federal laws and policies.

Article XIV: Non-Discrimination Clause

- Brother4Brother states that no student will be excluded from membership or participation on the basis of his or her race, color, religious status or historic religious affiliation, sex, national origin, age, political affiliation, veteran status, disability, sexual orientation, gender identity and expression, or unless exempt under Title IX, gender.
- The proposed club or organization must comply with University policies, including University policies on non-discrimination. Consistent with this requirement, the proposed club or organization must afford opportunities to members on the basis of personal merit and not on the basis of race, color, religion, sex, national origin, age, political affiliation, veteran status, disability, sexual orientation, or gender identity and expression. (Greek social fraternities and sororities are exempt from discrimination prohibitions on the basis of sex by federal law.) Student club or organizations that select their members on the basis of commitment to a set of beliefs (e.g., religious or political beliefs) may limit membership and participation in the club or organization to students who, upon individual inquiry, affirm that they support the club or

organization's goals and agree with its beliefs, so long as the club or organization does not discriminate on the identities below.

Article XV: Amendments & Ratifications

- Section 1: This constitution will be reviewed annually.
- Section 2: The following process must occur for any amendments to this constitution.
 1. Sixty percent of the members must vote to change to constitution.