

# Strategic Diversity Plan Report

Athens State University

January 31, 2009

## Strategic Diversity Report

### Introduction

This report has been prepared to comply with the Knight v. Alabama settlement agreement and to further the core value and goal of the University to promote a culturally diverse institution fostering life-long learning for all. Athens State University is required to publish our annual progress report on implementation of its institution's Strategic Plan on its web-site by February 1<sup>st</sup> of each year. Athens State University recognizes that embracing diversity is a necessary part of the University environment because of the richness it brings to University life.

This report will demonstrate that the University has continued to make progress in its effort to enhance diversity through its many past actions—actions that will continue into the future. We also acknowledge the many challenges caused by the rapid and continuous changes of our diverse population. We expect to continue to make progress in achieving our goals concerning diversity.

### Progress Report Data

The report provides data on the assessment of categories outlined in the agreement as follows:

#### I. Racial Composition data of student body (total, undergraduate and graduate) from 1991 to the present:

##### Student Enrollment - Fall Terms, 1991-92 to 2008-09

Year	Black, non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White, non-Hispanic	Non-resident Alien	Race / ethnicity Unknown	Total
1991-92	-	-	-	-	-	-	-	-
1992-93	205	11	3	6	2987	n/a	17	3229
1993-94	202	21	10	10	2730	n/a	10	2983
1994-95	201	28	12	14	2700	n/a	13	2968
1995-96	209	21	14	17	2618	n/a	13	2892
1996-97	213	32	15	15	2403	n/a	12	2690
1997-98	217	45	12	17	2369	n/a	11	2671
1998-99	257	57	17	17	2372	n/a	19	2739
1999-00	308	58	18	12	2363	n/a	31	2790
2000-01	316	44	15	10	2234	n/a	43	2662
2001-02	301	51	14	14	2152	n/a	39	2574 <sup>(1)</sup>



Total	80	38	4	5	680	n/a	14	833
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(a) Total includes 12 graduates categorized as "Other".

## 2006-07

Degree	Black, non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White, non-Hispanic	Non-resident Alien	Race / ethnicity Unknown	Total
Bachelor	77	25	2	4	666	n/a	14	797 <sup>(a)</sup>
Total	77	25	2	4	666	n/a	14	797

(a) Total includes 9 graduates categorized as "Other".

## 2007-08

Degree	Black, non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White, non-Hispanic	Non-resident Alien	Race / ethnicity Unknown	Total
Bachelor	60	26	5	5	707	n/a	7	816 <sup>(a)</sup>
Total	60	26	5	5	707	n/a	7	816

(a) Total includes 6 graduates categorized as "Other".

Athens State only awards bachelor's degrees.

### III. Racial Composition of full-time faculty from 1991 to the present.

#### Full-time Faculty By Race, 1991-92 To 2008-09

Year	Black, non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White, non-Hispanic	Non-resident Alien	Race / ethnicity Unknown	Total
1991-92	-	-	-	-	-	-	-	-
1992-93	5	0	0	0	58	0	0	63
1993-94	6	0	0	0	59	0	0	65
1994-95	6	0	0	0	67	0	0	73
1995-96	4	0	0	0	57	0	0	61

1996-97	4	0	0	0	52	0	0	56
1997-98	4	0	0	0	48	0	0	52
1998-99	6	0	0	0	56	0	0	62
1999-00	5	0	0	0	70	0	0	75
2000-01	5	0	0	0	67	0	0	72
2001-02	6	0	0	0	61	0	0	67
2002-03	6	0	0	0	60	0	0	66
2003-04	7	0	0	0	58	0	0	65
2004-05	7	0	0	0	60	0	0	67
2005-06	9	0	2	0	64	0	0	75
2006-07	10	0	3	0	71	0	1	85
2007-08	9	0	2	0	75	0	0	86
2008-09	8	0	2	0	77	0	0	87

**IV. Racial composition of presidents, provosts, vice presidents, deans, department chairs and other EEO-1s from 1991 to present.**

**Full-time EEO-1 Administrators, 1991-92 To 2008-09**

<b>Year</b>	<b>Black, non-Hispanic</b>	<b>American Indian or Alaskan Native</b>	<b>Asian or Pacific Islander</b>	<b>Hispanic</b>	<b>White, non-Hispanic</b>	<b>Non-resident Alien</b>	<b>Race / ethnicity Unknown</b>	<b>Total</b>
1991-92	-	-	-	-	-	-	-	-
1992-93	1	0	0	0	4	0	0	5
1993-94	1	0	0	0	4	0	0	5
1994-95	1	0	0	0	4	0	0	5
1995-96	1	0	0	0	4	0	0	5
1996-97	1	0	0	0	3	0	0	4
1997-98	1	0	0	0	3	0	0	4
1998-99	1	0	0	0	3	0	0	4
1999-00	1	0	0	0	3	0	0	4
2000-01	1	0	0	0	3	0	0	4
2001-02	1	0	1	0	3	0	0	5
2002-03	1	0	1	0	3	0	0	5
2003-04	1	0	1	0	3	0	0	5
2004-05	1	0	1	0	3	0	0	5
2005-06	1	0	0	0	4	0	0	5
2006-07	1	0	0	0	4	0	0	5
2007-08	1	0	0	0	4	0	0	5
2008-09	1	0	0	0	4	0	0	5

**V. Racial Analysis of faculty and administrative positions filled during the year, including the number of African Americans considered for these vacancies.**

**Full-time EEO-1 Administrator and Full-time Faculty Positions Filled  
2006-07**

Full-time EEO-1 Positions

<b>Year</b>	<b>Black, non-Hispanic</b>	<b>American Indian or Alaskan Native</b>	<b>Asian or Pacific Islander</b>	<b>Hispanic</b>	<b>White, non-Hispanic</b>	<b>Non-resident Alien</b>	<b>Race / ethnicity Unknown</b>	<b>Total</b>
Positions Filled	1							1
Applicants	3		2		9		2	16

\*Full-time Faculty Positions  
2006-07

<b>Year</b>	<b>Black, non-Hispanic</b>	<b>American Indian or Alaskan Native</b>	<b>Asian or Pacific Islander</b>	<b>Hispanic</b>	<b>White, non-Hispanic</b>	<b>Non-resident Alien</b>	<b>Race / ethnicity Unknown</b>	<b>Total</b>
Positions Filled	1				18			19
Applicants	37	1	14	8	201		79	338

\*Full-time Faculty Positions  
2008-09

<b>Year</b>	<b>Black, non-Hispanic</b>	<b>American Indian or Alaskan Native</b>	<b>Asian or Pacific Islander</b>	<b>Hispanic</b>	<b>White, non-Hispanic</b>	<b>Non-resident Alien</b>	<b>Race / ethnicity Unknown</b>	<b>Total</b>
Positions Filled	0				3			3
Applicants	7	0	20	0	28		7	62

\*Totals include all applicants who submitted an application whether they met qualification or not.

## Progress Report Assessment

### Assessment of Data

The data presented in the previous charts reflect the progress Athens State University has made since 1991. It indicates significant progress has been made since 1991 with an almost 100% increase in diverse faculty positions and student categories. We have either increased the number of minorities in every category or maintained the same percentage despite the growth in recent years—however, we still have much work to do. Our goal to create a diverse campus atmosphere is reflected in the percentages of diverse students and diverse faculty represented at our University. The rapid changes in demographics in our area force our planning efforts to be dynamic to maintain significance. The data reported for the most recent years indicate the nature of the rapid changes. It also points to the fact that we need to create more innovative ways to further promote and enhance a more diverse student body and faculty. We have been able to make many of our degree programs available to the citizens of Alabama through technology (online programs). We are hopeful that we will be able to reach even more minority groups through more accessible educational opportunities. To date, more than 83% of our students are enrolled in at least one of our online courses.

Over the last year we have continued to create opportunities to reach out to more diverse populations by creating educational partnerships with schools and Universities who traditionally service students in racial categories in which we have small numbers. While these increases don't show up on our "books" as Athens students, we have made significant strides in increasing our awareness and collaboration with diverse groups. The Professional Development Schools (PDS) partnership concept piloted by our College of Education (COE) has paid huge dividends with the county system that has a higher percentage of African American students. The PDSs offer our students and faculty opportunities to experience other cultures and situations that will heighten their awareness of the importance to embrace diversity. This concept provides our teaching interns who might not be from a very diverse area an opportunity to experience diversity in the work place.

We are also continuing to use technology (web-based tools and teleconferencing networks) to share classroom and field experiences via synchronous class meeting and discussions board forums. Through use of this technology, we are able to recruit and provide intern opportunities to students who are place bound, especially in the underserved area of the Black Belt in the state. We are also involved in with Bishop State Community College in developing programs that will enable their Child Care students to transition to an Early Childhood education Bachelor's degree through our University.

Initiatives to address diversity in our curriculum in the College of Business (COB) entitled "Cultural Diversity and Communication Issues in International Business" are doing well. We have re-engaged our international efforts to continue emphasizing to

our students the importance of diversity and the reasons why it is important. The global workplace/workforce is a key element in commerce. Opportunities to study abroad have been re-established, which provides our students and faculty an opportunity to learn about cultural differences through those culturally diverse experiences. Again, using technology, we are able to provide totally on-line business programs that reach all committees/areas of the state. We expect to programs to benefit a much diverse population than our North Alabama area affords us.

At ASU, we are extremely proud of our efforts in continuing to comply with the Knight v. Alabama initiative to make need based scholarships available to students who meet those criteria. In 2007-08 we made 50 awards in our need based scholarship program. Those students took a total of 1546 credit hours during the fall, spring and summer of 2007-08. Of these 50 students, 16 will be cleared to graduate by the Spring, 2009. Of these graduates the majors are as follows: one Chemistry, one Computer Information Systems, one Management of Technology, two Management, seven Elementary Education, one Collaborative Education, one physical education and two English Licensure and certification track.

In 2008-09 we made 25 additional awards, bringing our total awards to 75 for the need based scholarship program. During the fall and spring semester of 2008-09 these students took a total of 1569 credit hours.

In 2009-10 we have allotted 35 new awards in the need based scholarship program. This is 38% of the total institutional scholarships to be awarded for the upcoming academic year.

The students who received the scholarships performed extremely well. We have added a continuation of the needs based scholarships and the concept that drives them to our long range strategic plan.

As mentioned previously, our diversity efforts must be dynamic since it must continue to evolve over time as goals are met and new ones set. We will continue to monitor the progress of this Institution in making and achieving the goals we have set for ourselves.

### **Conclusion**

Athens State University is proud of its strong heritage of serving all citizens in our community and its attention to increasing the number of diverse groups in both its student body and faculty. We remain diligent in insuring we continue to address the composition of our faculty and staff. We are reviewing and increasing our number of programs that involve diversity and its value to our society. We support our faculty and students in their efforts to help us insure we remain faithful to this very important aspect of our University community life. Despite many successes and constant striving, we still have much work to do to bridge the gap from status quo to full diversity.