

Strategic Diversity Plan Report

Athens State University

January 31, 2008

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 1st 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 2006-07

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 ⁽¹⁾

2002-03	279	59	14	19	2061	n/a	87	2528 ⁽²⁾
2003-04	295	74	13	17	2130	n/a	69	2628 ⁽³⁾
2004-05	293	73	14	16	2109	n/a	45	2575 ⁽⁴⁾
2005-06	302	78	18	26	2152	n/a	41	2642 ⁽⁵⁾
2006-07	312	77	20	21	2279	n/a	40	2777 ⁽⁶⁾
2007-08	352	85	25	25	2512	n/a	48	3074 ⁽⁷⁾

⁽¹⁾ Total includes 3 students classified as "Other".

⁽²⁾ Total includes 9 students classified as "Other".

⁽³⁾ Total includes 30 students classified as "Other".

⁽⁴⁾ Total includes 25 students classified as "Other".

⁽⁵⁾ Total includes 25 students classified as "Other".

⁽⁶⁾ Total includes 28 students classified as "Other".

⁽⁷⁾ Total includes 27 students classified as "Other".

Athens State does not have a graduate school so that category is not reported.

II. Racial Composition of the students awarded bachelor, graduate and professional degrees.

Distribution By Race of Degrees Awarded

2004-05

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	95	15	1	4	663	n/a	8	794 ^(a)
Total	95	15	1	4	663	n/a	8	794

^(a) Total includes 8 graduates categorized as "Other".

2005-06

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	80	38	4	5	680	n/a	14	833 ^(a)
Total	80	38	4	5	680	n/a	14	833

^(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 ^(a)
Total	77	25	2	4	666	n/a	14	797

^(a) Total includes 9 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 2006-07

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

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 2006-07

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	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

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

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

*Full-time Faculty Positions

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

*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 created 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. Our College of Education (COE) has taken the lead and has partnered with a county system that has a higher percentage of African American students and created Professional Development Schools (PDS) for our students and faculty. 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 has already paid dividends to our teaching interns and we hope to build on the success of this program by adding other schools systems.

As a means to forward our goal of increased collaboration of diverse teacher education candidates, our COE created Project DESIGN (Diversity Educators Sharing in a Global Network). Global connections are aimed at providing opportunities for candidates to improve teaching and learning, become more aware of and sensitive to diverse cultures, and build relationships by promoting respect and responsibility for self, family, and the community. This concept is innovative in that we are using technology (web-based tools and teleconferencing networks) to share classroom and field experiences via synchronous class meeting and discussions board forums. To date, we have established partnerships with Shippensburg State College, Miles College, and Salisbury College. We piloted the concept in 2007 with these three institutions and we currently have partnership initiatives with a College in India, Jackson State University, Alabama A&M University and Florida A&M University.

We have added a new course to our curriculum in the College of Business (COB) entitled "Cultural Diversity and Communication Issues in International Business." This course is a beginning for emphasizing to our students the importance of diversity and the reasons why it is important. In addition, the COB is in the process of setting up its own Global Connections Project where we will work with students at another college in the Caribbean in the accounting curriculum. This will provide our students and faculty an opportunity to learn about cultural differences through coursework. We will exploit the same technology that the COE uses in this collaboration effort.

At ASU, we are extremely proud of our efforts in complying with the Knight v. Alabama initiative to make need based scholarships available to students who meet those criteria. We were able to identify and award the 50 scholarships for this year and developed a list of potential candidates for the directed increase for next year. The students who received the scholarships performed extremely well. We had as many students with 4.0 averages as we had students who did poorly (7% in each category). We are looking at ways to continue this scholarship program after the mandates of the agreement expire.

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. Completion/finalization of our draft Strategic Diversity Plan (scheduled for July 31, 2008) will be an important step in enabling us to communicate our plans and desires to the entire University family.