

2009 PROGRESS ASSESSMENT

Assessment of progress by the institution in enhancing diversity and/or moving toward its goals, with an emphasis on the representation of African-American faculty, EEO-1 level administrators and students

Goal: Increase the number of African-American Faculty, EEO-1 level administrators, students, and degrees awarded.

Table 1

University of South Alabama (USA) African-American Faculty 1998-2009

Faculty

Year	Number	<u>USA</u>	<u>Public 4-Year</u>	<u>Public Doctoral</u>
		Percent of Total	Percent of Total	Percent of Total
1998	26	3.7	4.9 ¹	4.9 ²
2007	30	4.1	5.0 ³	4.3 ⁴
2008	33	4.3	5.1 ⁵	4.3 ⁶
2009	33	4.4	5.2 ⁷	NA

¹ Chronicle of Higher Education 1998-99 Almanac, All Institutions

² Chronicle of Higher Education 1998-99 Almanac, All Institutions

³ Chronicle of Higher Education 2006-07 Almanac, Public Four Year Institutions

⁴ Chronicle of Higher Education 2006-07 Almanac, Public Doctoral Institutions

⁵ Chronicle of Higher Education 2008-09 Almanac, Public Four Year Institutions

⁶ Chronicle of Higher Education 2008-09 Almanac, Public Doctoral Institutions

⁷ Chronicle of Higher Education 2009-10 Almanac, Public Four Year Institutions

Table 2

**University of South Alabama (USA)
African-American Administrators
1998-2009**

Administrative/Managerial Staff

Year	<u>USA</u>		<u>Public 4-Year</u>
	Number	Percent of Total	Percent of Total
1998	16	4.8	9.0 ⁸
2007	28	8.2	10.3 ⁹
2008	29	8.3	10.0 ¹⁰
2009	29	8.4	10.4 ¹¹

Progress toward achievement of the University's goal to increase the number of African-American faculty, EEO-1 administrators, students and degrees awarded is assessed by review of statistical data during the time period of fall 1998 through fall 2009. For last year's progress assessment, fall 1998 was selected as the baseline for comparative purposes to provide trend information. Annual progress may be observed by comparing changes from 2008 to 2009. These data are provided in Tables 1 and 2 above.

As indicated in Table 1, in fall 1998, twenty-six (3.7%) of all university faculty were African-American. By 2007 this number increased to thirty (4.1%), and in 2008, it increased to thirty-three (4.3%). The number of African-American faculty members remained constant in 2009 at thirty-three. As a result of the economic recession and the substantial decline in financial support from the state to the University, the total number of faculty employed at USA declined from 2008 to 2009. Because total faculty size decreased, and the number of African-American faculty remained constant, the percentage of the faculty that was African-American increased slightly in 2009 (4.4%). In 2009, the percentage of African-American faculty in public colleges and universities nationally was 5.2%. In 2008 (the most recent data available), the percentage of African-American faculty at public doctoral granting

⁸ Chronicle of Higher Education 1998-99 Almanac, All Institutions

⁹ Chronicle of Higher Education 2006-07 Almanac, Public Four Year Institutions

¹⁰ Chronicle of Higher Education 2008-09 Almanac, Public Four Year Institutions

¹¹ Chronicle of Higher Education 2009-10 Almanac, Public Four Year Institutions

institutions was 4.3%. The number of African-American faculty at the University of South Alabama is close to the national average and we are strongly committed to ongoing pursuit of all appropriate ways to increase the presence of African-American faculty on the USA campus.

Also indicated in Table 2, by December of 2009, African-Americans comprised 8.4% of all administrators (EEO-1) employed at the University of South Alabama, an increase from 2008 when it was 8.3%. Nationally, 10.4% of college and university administrators are African-American. The University remains committed to continuing the upward trend in the number and percentage of African-American administrators.

Table 3

**University of South Alabama (USA)
African-American Student Enrollment and Degrees Awarded
1998-2009**

Year	<u>Undergraduate</u>		<u>Graduate</u>		<u>First Professional</u>		<u>Total USA</u>		<u>National</u>
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	% of Total
1998	1,250	13.4	169	9.2	20	7.8	1,439	12.6	10.4 ¹²
2007	1,997	18.7	395	14.1	22	7.9	2,414	17.5	11.1 ¹³
2008	2,080	18.8	360	13.2	20	7.1	2,460	17.5	11.1 ¹⁴
2009	2,191	19.2	334	11.8	18	6.2	2,543	17.5	11.2 ¹⁵
<u>Degrees Awarded</u>									
1997-1998	124	7.8	38	7.6	6	9.5	168	7.8	N/A
2006-2007	216	14.9	75	9.4	7	10.9	298	12.9	9.5 ¹⁶
2007-2008	238	15.3	107	13.4	7	10.8	352	14.5	9.5 ¹⁷
2008-2009	210	12.7	89	10.3	2	3.2	301	11.7	8.9 ¹⁸

¹² Chronicle of Higher Education 2008-09 Almanac, Public Four Year Institutions

¹³ Chronicle of Higher Education 2008-09 Almanac, Public Four Year Institutions

¹⁴ Chronicle of Higher Education 2008-09 Almanac, Public Four Year Institutions

¹⁵ Chronicle of Higher Education 2009-10 Almanac, Public Four Year Institutions

¹⁶ Chronicle of Higher Education 2008-09 Almanac, All Bachelor's, Master's, Doctorate, Professional Degrees

¹⁷ Chronicle of Higher Education 2008-09 Almanac, All Bachelor's, Master's, Doctorate, Professional Degrees

¹⁸ Chronicle of Higher Education 2009-10 Almanac, All Bachelor's, Master's, Doctorate, Professional Degrees

As indicated in Table 3, in fall 1998, 1,439 (12.6%) of the University's total enrollment was African-American as compared to 2,543 (17.5%) in fall 2009. African-American undergraduate enrollment increased from 1,250 (13.4%) in fall 1998 to 2,191 (19.2%) in fall 2009. African-American graduate enrollment increased from 169 (9.2%) in fall 1998 to 334 (11.8%) in fall 2009. As evidenced by these numbers, the University is achieving its goals of increasing African-American enrollment.

In the academic year 1997-1998, the number of undergraduate degrees awarded to African-Americans was 124 (7.8%) as compared to 210 (12.7%) in 2008-2009. At the graduate level, degrees awarded to African-Americans increased from 38 (7.6%) to 89 (10.3%). It is clear that over the last eleven years, the University has made substantial progress in increasing the number of African-American students earning undergraduate and graduate degrees.

In the same time period, the number of first professional (M.D.) degrees awarded by the University decreased from 6 (9.5%) to 2 (3.2%). It appears likely that this decline was a one time only event; officials from the USA's College of Medicine believe that the number of African-American graduates will increase during the upcoming year. It should also be noted that the number of African-Americans earning undergraduate and graduate degrees also decreased from 2007-2008 to 2008-2009. The decline in graduate degrees can be attributed to changes in the size of graduate programs in the College of Education. Due to changes in state policy, the number of students of all races entering these programs has declined in recent years, and since these programs were popular among African-American students, these changes have had negative effects on African-American graduate enrollments at USA. The decline in undergraduate degrees over the past year is harder to explain. It will be important to monitor this trend over the next few years to see if it persists, and to develop new strategies to address it.

In conclusion, the University has made substantial progress in accomplishing its goal to increase the number of African-American faculty, African-American administrators, and African-American student enrollment and degrees awarded. The University will continue to assess progress while sustaining the commitment to diversity and multiculturalism with an emphasis on African-Americans.