# The University of Alabama

## Strategic Diversity Report, 2015-2016

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2015-2016
Strategic Diversity Report

I. Executive Summary

A. Summary of UA’s Strategic Diversity Plan (SDP)

In 2007-2008, the University developed and finalized its Strategic Diversity Plan (SDP) in 2008. The Plan established five goals that have guided efforts to increase and enhance diversity at the University. Each goal carries a set of actions designed to lead to progress. These five goals are:

1. Communicate The University of Alabama’s commitment to diversity as part of its educational mission.
2. Create and sustain an inviting, respectful and inclusive campus environment that enhances awareness and appreciation of cultural and individual diversity, promotes community and tolerance and prepares students for the global society in which they will live and work.
3. Increase diversity within the University’s faculty and senior-level administration to ensure that students are exposed to and learn from individuals from a variety of backgrounds and experiences and consequently graduate with a better ability to understand, appreciate and contribute to a global society.
4. Increase diversity within the University’s student body to enrich the learning environment, foster more informed and open perspectives, promote community and better prepare our students to live and work in an ever-expanding global environment.
5. Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

UA’s tenth annual Strategic Diversity Report (SDR) is a comprehensive review of the University’s initiatives designed to achieve each of the Plan’s five goals. This report documents activities related to each action step and reviews data to assess the progress of these efforts. The information in this SDR highlights activities that took place in the 2015-2016 academic year within our schools and colleges, our divisions and our affiliated units. Although the focus is on activities that occurred primarily between July 1, 2015, and June 30, 2016, this report also includes updates on continuing diversity efforts that began in previous academic years. Fall 2015 data also are included in a few relevant areas in this executive summary.

The University’s diversity initiatives are not isolated to one division, college, department or course of study. Rather, the efforts described herein reflect campus-wide endorsement of UA’s commitment to diversity as part of its educational mission. Some areas of the campus, such as the Division of Student Affairs and the College of Communication and Information Sciences, have developed and annually assess their own strategic diversity plans that complement the University’s plan.

In early Fall 2015, President Stuart R. Bell, in his first academic year at The Capstone, formed a Strategic Planning Council charged with developing a new Strategic Plan for the University of Alabama. As part of that initiative, he directed the Council to include the addition of a central diversity officer and the development of a new diversity plan as part of its work. He also charged two senior administrators with assessing UA’s current diversity initiatives. “While we are doing some good things, there is much work to be done to ensure a welcoming and inclusive campus where students from all backgrounds feel
they belong and can be successful,” Bell said. “With that goal in mind, I have asked Interim Provost Kevin Whitaker and Vice President for Student Affairs David Grady to review the programs we have in place, make sure they are immediately accessible to everyone on our campus and properly communicated.” Interim Provost Kevin Whitaker then formed an ad-hoc Subcommittee on Diversity and Inclusion responsible for examining the concept of a chief diversity officer for the University and reviewing and suggesting an update to the University’s 2008 Strategic Diversity plan. The subcommittee, which consisted of more than 20 students, faculty members, staff, and administrators, was tasked with sending its recommendations to the Strategic Planning Council. The Strategic Planning Council was asked to take a comprehensive view of diversity, equity and inclusion in its final report to the president.

In anticipation of the hiring of a chief diversity officer, President Bell and Interim Provost Whitaker approved partnering with an outside firm to conduct a diversity mapping project. Upon the recommendation of key campus groups, UA partnered with Halualani & Associates to conduct a diversity mapping project to catalog all the current diversity, equity, and inclusion efforts, programs, and courses. This project is designed to allow the university to take stock of what has already been done (and can therefore be leveraged – cost effectively) and what still remains to be done (gaps, empty zones, neglected areas). The mapping project was recommended by a team sent by then President Judy Bonner to attend the Diversity Research Institute at UCLA’s Higher Education Research Institute in July 2015. That team included: Norm Baldwin, Professor, Political Science, and Member, Faculty Senate, Scott Bridges, Associate Professor, Music, Marcus Cotton, Assistant Director, Admissions, School of Law, and Vice President, Black Faculty and Staff Association, George Daniels, Assistant Dean for Diversity and Assessment, College of Communication and Information Sciences, Jennifer Greer, Associate Provost for Administration and Professor, and Lane McLelland, Director, Crossroads Community Center. The mapping project has the support of the Strategic Planning Council’s Subcommittee Diversity and Inclusion, led by Baldwin, Daniels and Elle Shaaban-Magaña, Director of the Women and Gender Resource Center. President Bell met with the group in Fall 2015 and approved its recommendation as a way to help gather information to assist a new diversity officer. Formally begun in March 2016, the project is expected to help further shape UA’s Strategic Diversity Plan and other diversity efforts in coming years.

Collectively, the initiatives described in this tenth SDR have contributed to an increasingly diverse campus that embraces and celebrates cultural and individual diversity.

These efforts have led to a campus environment in Fall 2015 with:

- enrollment of 7,134 minority students, excluding students who identified as race/ethnicity unknown and nonresident aliens (19.23% of total enrollment); 4,429 identified as African Americans (11.94% of total enrollment);
- freshmen enrollment of 1,390 (19.28%) minority students, excluding students who identified as race/ethnicity unknown and nonresident aliens; 769 (10.66%) of whom identified as African Americans;
- employment of 200 minority full-time faculty members, excluding faculty members who identified as race/ethnicity unknown and nonresident aliens (15.06% of all full-time faculty members), 77 (5.80%) of whom identified as African American. UA also employed 58 minority part-time faculty members (10.74% of all part-time faculty members), 323 (5.93%) of whom identified as African American;
- employment of 13 minority and international EEO-1 level administrators, excluding faculty members who identified as race/ethnicity unknown and nonresident aliens (11.30% of all administrators), including 10 (8.70%) of whom identified as African American;
• employment of 1,123 minority staff members, excluding staff members who identified as race/ethnicity unknown and nonresident aliens (23.87% of all staff members), including 999 (21.24%) of whom identified as African American.

B. Overview of Major Diversity Initiatives by Goal

For each goal in the University’s Strategic Diversity Plan, Section I of this report includes statistics for the 2015-2016 academic year, when applicable, and provides an overview of the diversity structure for The University of Alabama. Section II details diversity-related initiatives, courses, talks, programs and research efforts supportive of the SDP goals as reported by the University’s colleges, schools, and other administrative units. This executive summary is designed to give a snapshot of UA’s efforts and outcomes related to each goal. This overview illustrates how the University continues to enhance awareness and appreciation of cultural and individual diversity, promote community and prepare students for the global society.

Goal One: Communicate The University of Alabama’s commitment to diversity as part of its educational mission.

The Action Steps set out in the 2008 SDP to achieve this goal are as follows:
1. Publicize the University’s commitment to diversity as part of its educational mission.
2. Incorporate the University’s commitment to diversity as part of its educational mission in recruiting materials for faculty, administrators and students.

The University communicates its diversity commitment to its students, faculty, staff, partners and its many communities in a variety of ways. The communication efforts are updated consistently and enhanced each year.

The President’s Diversity Statement is found in several places on UA’s website: the Provost’s Diversity page (http://provost.ua.edu/diversity.html), the Student Handbook’s Policies page (http://www.studenthandbook.ua.edu/policyforstudents.html) and the Equal Opportunity Program’s Policies and Laws page (http://eop.ua.edu/law.html). The Office of Equal Opportunity Programs (http://www.eop.ua.edu/) also includes a statement of the university’s commitment to diversity on its pages. These statements signal that diversity is a priority at the highest levels of UA’s administration. Further, the President makes an annual statement detailing UA’s commitment to compliance with the gender discrimination protections found in Title IX of the Education Amendments of 1972 (See full statement at https://titleix.ua.edu/policies/harassment-policy/).

Many deans and vice presidents communicate their area’s commitment to diversity in their programming efforts, through student and faculty recruitment initiatives, and by including diversity statements in student recruitment materials and career services materials. For example, a special College of Arts and Sciences website widely publicizes the college’s commitment to diversity as part of its educational mission and lists diversity-related classes. The Honors College site includes a statement on diversity and asks students to join in the college’s efforts to help diversify its student body and programming. The College of Communication and Information Sciences publishes its Diversity Plan and its annual Diversity Reports on a special diversity webpage for the college. Webpages in Student Affairs, as well as many of that division’s printed materials, also highlight the goals inclusivity, non-discrimination and acceptance of differences.
In addition to statements from the University’s top administrators, many UA faculty members affirm the University’s commitment to diversity by including a personal statement about campus inclusivity on their course syllabi. For example, this statement is found on many syllabi in the Department of Journalism: “The University of Alabama and the College of Communication and Information Sciences are intentionally inclusive communities that strive to have faculty, staff, students and course instruction that reflect the diversity of our society. We do not discriminate on the basis of race, class, linguistic background, religion, gender, sexual orientation, ethnicity, age or physical ability.” Instructors who teach the Freshman Composition courses (EN 101 and 102), required of all students, are all asked to include a commitment to diversity statement on their course syllabi.

Goal Two: Create and sustain an inviting, respectful, and inclusive campus environment that enhances awareness and appreciation of cultural and individual diversity, promotes community and tolerance and prepares students for the global society in which they will live and work.

Action Steps:
1. The University will establish and/or maintain university-wide offices/positions/initiatives that provide leadership in providing opportunities for and/or promoting a diverse, inclusive and respectful campus environment.
2. The University will offer and publicize opportunities for students, faculty, and staff to learn about and participate in a variety of academic, cultural, and celebratory experiences that broaden the participants’ understanding of and appreciation for diversity and the emerging global society.
3. The University will offer and promote diversity, anti-discrimination and harassment training and training resources for members of the campus community.

The University has entrusted all members of the campus community with shared responsibility for promoting a diverse, inclusive and respectful campus environment. Each vice president, dean, department chair, director and manager is charged with ensuring that diversity is a key focus of his or her area. However, in most divisions, there are units and offices with charges that focus in large part on diversity-related initiatives, events and outreach.

The Office of the Vice President for Community Affairs, led by the vision statement “engaging communities and changing lives,” continues to focus efforts in the entire division. The Division of Community Affairs, led by the University’s first African-American Vice President, Dr. Samory Pruitt, includes several key initiatives and units that focus on diversity. This office is charged with “addressing the changing cultural demographics taking place within the internal campus community by implementing strategies that increase the cultural competency of the campus in an effort to foster an inclusive campus environment that promotes tolerance and values diversity.” The offices and affiliated units under Community Affairs include The Crossroads Community Center, which provides leadership in areas of cultural programming and intercultural education, helping to prepare students for demographic shifts and a global society. Another unit, The Center for Community-Based Partnerships, promotes faculty and student involvement in programs that address health, economic and educational disparities in rural and underrepresented communities. CCBP also publishes the Journal of Community Engagement and Scholarship (JCES), a nationally recognized research journal whose focus is engagement scholarship. The goal is to conduct action research with underserved communities to help solve problems the communities have identified. The Minority Business Council, a partnership involving numerous offices in the Financial
Affairs Division, is designed to increase the number of qualified minority-owned businesses doing business with UA.

Several entities in the Office for Academic Affairs focus a large part of their efforts on diversity-related initiatives. The Center for Ethics and Social Responsibility continues to develop creative new service-learning initiatives. These allow UA students to become more aware of and appreciative of cultural and individual diversity and to develop ethical and socially responsible citizenship. The Office of Students with Disabilities (ODS) ensures that students with disabilities receive reasonable accommodations to allow them to succeed and thrive at the Capstone. The mission of the Capstone International Center is to initiate, promote and support UA’s international efforts on campus as well as throughout the state and the world. The Center, comprised of International Academic Programs, International Services and the English Language Institute, coordinates the University’s international endeavors, facilitates the development of a global perspective campus-wide and supports students, faculty and staff in learning, service, global outreach, teaching and research. The Creative Campus Initiative was implemented in May 2005 to connect diverse communities through creative arts, and in the process use the arts as part of economic development for the region. Finally, the Office for Academic Affairs coordinates the Inclusive Campus Workgroup, an ad-hoc group of faculty members, staff, and students who are dedicated to making UA’s classrooms a welcoming and inclusive place for all. That group organized a Spring 2016 Inclusive Classroom Teaching Symposium that brought together students, faculty and administrators to discuss ways to promote classroom inclusivity through: Classroom Preparation (including syllabus, readings, lesson and activities planning) and Classroom Management (including classroom arrangement, group work, facilitating discussion).

Two units in OAA work to ensure that UA community members have a place to turn to report any incidences of discrimination based on any protected status. These offices also provide anti-discrimination and harassment education, training and resources for members of the campus community. The Office of Equal Opportunity Programs continues to promote a positive climate for diversity, ensuring that UA has adequate policies and procedures in place to guard against and prohibit all forms of discrimination, harassment and retaliation. The Office of the Title IX Coordinator, which added a full-time investigator in 2013, continues to coordinate with University administration, departments, students, faculty, staff, campus police, media relations and other offices. These two offices provided numerous formal and informal training sessions in 2015-2016. They worked to develop the UAct website (http://www.ua.edu/uact/), launched in 2014. This site states that “The University of Alabama is committed to providing an environment for employees, students and campus visitors that is free from harassment based on race, color, religion, ethnicity, national origin, sex (which includes sexual orientation, gender identity and gender expression), age, disability or veteran status. The University will not tolerate and will take action against individuals who retaliate against individuals who, in good faith, report violations of this policy or participate in investigations related to such policy violations.” The UAct site provides information on resources, reporting channels and information on Hazing, Title IX issues and harassment.

The Division of Student Affairs also operates several units that focus heavily on diversity and inclusion. The Women and Gender Resource Center maximizes the learning experience of every student and the greater UA community through outreach, services and advocacy to empower women and encourage their active and equal participation. As the center develops programming and outreach efforts, it strives to include the input, needs and interests of women of all racial and ethnic groups, backgrounds and religious beliefs and to create a welcoming environment that reflects the diversity of our campus community. The Community Service Center’s Crimson for a Cause program orients new students about service and how to be active members of the University’s diverse community. University Recreation Center offers a wide variety of classes, programs, sports, leisure activities and programs that are targeted toward patrons of the facilities. The Center sponsors several diversity-related events. The Housing and
Residential Communities staff provided diversity training sessions for Community Directors, Graduate Assistants, Office Managers, Resident Advisers and Desk Assistants in Fall 2015 and Spring 2016. The Office of Fraternity and Sorority Life continued to take steps in 2015-2016 to ensure that those interested in Greek life see The University of Alabama as a welcoming and inclusive campus characterized by access and opportunity for all. The Office worked with leaders of sororities and fraternities to communicate to students that they can pursue the Greek experience they want with no barriers preventing that opportunity. To ensure this, steps were taken toward increasing minority membership in Panhellenic sororities and IFC fraternities.

In The Division of Financial Affairs, the Associate Vice President for Facilities chairs UA’s ADA committee and works in conjunction with ODS, EOP, Transportation Services, Office of Counsel and others in assessing campus facilities for ADA compliance and prioritizing planned improvements. Transportation Services continues to meet and exceed ADA specifications in ensuring that all signs related to handicap accessibility are at a height that are clearly visible to all persons and adding additional handicapped spaces as needed in areas. Several UA departments and Bama Dining continue to work with the CrossingPoints program, supporting employment of individuals with disabilities. For example, Bama Dining, UA Facilities and Grounds and The University Supply Store continue to work with the CrossingPoints program to help train persons with disabilities how to work in a retail setting.

The Office of the Vice President for Research has several programs aimed at promoting economic development and business growth throughout Alabama. The William R. Bennett Alabama International Trade Center (AITC) provides export research, training and financing services to Alabama's small business community. The Trade Center worked with the Alabama State Black Chamber of Commerce to conduct an export workshop for its members. The Alabama Small Business Development Center (ASBDC) Network’s provides services for counseling and training to minority small business community in Alabama. The University Center for Economic Development (UACED) continues to provide statewide services to civic and elected leaders as well as to the business community. The Center emphasizes a broad representation of the community and covers a wide range of diversity measures including: racial, gender, geographic, political and economic. UACED personnel continue to serve on committees and boards of organizations that promote cultural diversity and continue with co-sponsorship of workshops and annual events held by organizations representing the minority business community.

In addition to having designated administrators and offices committed to diversity efforts and providing training and resources for the community, Goal Two states that the University will provide and publicize opportunities for students, faculty and staff to learn about and participate in a variety of academic, cultural and celebratory experiences that broaden the participants’ understanding of and appreciation for diversity and the emerging global society. Section II of the 2015-2016 Strategic Diversity Report lists these examples of these events, presentations, curricular offerings and opportunities for the UA community.

Goal Three: Increase diversity within the University’s faculty and senior level administration to ensure that students are exposed to and learn from individuals from a variety of backgrounds and experiences, and consequently graduate with a better ability to understand, appreciate and contribute to a global society.
Action Steps:

1. University officials responsible for establishing policies and procedures in hiring faculty and senior level administrators will dedicate resources to receiving and disseminating information related to recruiting and retaining a diverse faculty and administrative staff.

2. The University will continue to require hiring officials to follow university procedures regarding searches and selection process and will implement initiatives it deems appropriate to recruit, hire, and retain African Americans.

As of Fall 2015, UA employed 253 minority and international full-time faculty members (19.29%), excluding faculty members who identified as race/ethnicity unknown, 77 (5.80%) of whom identified as African American. Over the past four years, UA has seen an increase in minority and international full-time faculty members: in 2014, UA employed 231, in 2013 234, 218 in 2012, and 209 in 2011. UA has also seen an increase in full-time faculty members who identify as African Americans over the past four years: in 2014, UA employed 80 full-time African American faculty members, 76 in 2013, 69 in 2012, and 67 in 2011. Finally, EEO-1 positions are staffed by 13 minority and international administrators (11.31% of all administrators), including 10 (8.70%) who identified as African American.

UA remains committed to further diversifying its faculty and staff so that its students are exposed to and learn from individuals from a variety of backgrounds and experiences. Initiatives helpful in achieving Goal Three are discussed below.

Information about current practices: Hiring for faculty and staff positions handled through an on-line system, and approvals are not obtained unless established protocols are followed. Information about recruiting resources and anti-discrimination laws is provided online to hiring managers through various resources at http://hr.ua.edu/staff-recruitment-resources/hiring-manager-resources. In addition, the Equal Opportunity Program’s website offers resources for diversifying pools for faculty and administrative staff searches. The Office for Academic Affairs monitors faculty pools and candidates selected for interviews. Any issues are discussed with the hiring manager in the appropriate college or school so that the pools may be broadened before a search is concluded. With respect to diversifying its faculty and senior level administration, the University employs a broad range of targeted outreach efforts to encourage a diverse group of applicants for positions and requires diverse search committees.

Retention strategies include mentoring, providing travel and research support for faculty, and providing opportunities for professional growth, such as UA’s Tuition Benefit plan, participation in the Southeastern Conference’s Academic Development Leadership Program for faculty, and the Leadership University for mid-level staff and faculty managers.

College-initiated efforts to educate: Other UA administrators likewise have focused time/resources on educating about best practices in achieving diversity. For example, the faculty in Communication and Information Sciences (C&IS) are continuing to implement their college-wide Diversity Statement and Plan. In the College of Human Environmental Sciences, which has articulated a specific strategic goal related to increasing the diversity of its faculty, search committee members are encouraged to read documents written by JoAnn Moody (NEBHE): Good Practices – Recruiting and Retaining Minority Faculty and Good Practices in Recruiting Non-Majority Faculty. In addition, the dean of HES reviews with each department chair the commitment to diversity in terms of both faculty and student recruitment. Also, department chairs readily share with each other effective means of promoting diversity. To provide for on-going education in the area of diversity and to stimulate ideas for faculty and student recruitment, the College of Arts and Sciences provides a bi-monthly subscription to Diverse Issues in Higher Education to all department chairs. A&S also subscribed to the Higher Education Directory for Diversity. A&S and the College of Education have made available to faculty search.
committees a copy of *Diversifying the Faculty: A Guidebook for Search Committees.* Also in the College of Education, all search committee chairs have attended a training workshop and are given recommendations for increasing the diversity of the search pools. Also, part of the College of Education’s systematic and comprehensive efforts to recruit and retain a diverse faculty includes adoption of the College’s own non-discrimination and anti-harassment policy, which supplements UA’s policies.

*Student Affairs-initiated Education Efforts:* As noted in the Goal One discussion, Student Affairs has implemented a division-wide Strategic Diversity Plan that complements the University’s. Goal Two of that plan is to “enhance the recruitment, retention, and promotion of Student Affairs staff that reflect underrepresented populations such as people of color, women, ethnic minorities, and people with disabilities to a level that is reflective of the community.” Some of the strategies used by the division to achieve its goal include: 1) “seek to include all University constituencies including people of color, ethnic minorities, women, and members of other underrepresented groups in senior administrative positions;” 2) “seek to increase employee diversity, including women, people of color, ethnic minorities, people with disabilities, and other underrepresented groups in higher level staff positions;” 3) “establish work life enhancement programs to attract and retain outstanding, diverse Student Affairs staff and better compete with peer institutions;” and 4) “create a mentoring program focused on exploring career opportunities in the area of Student Affairs for students of underrepresented populations who are employed within the DSA.” The Crossroads Community Center also supports the development of diversity within the University’s faculty and senior level administration as part of its mission to provide leadership and coordination for professionals in multicultural affairs. *Crossroads* also contributes to this University goal through the development of the professional staff.

*Information from conferences/workshops/associations:* Several UA administrators continue to attend conferences or participate in associations/listservs that ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff. The Office for Academic Affairs sends a representative to the annual meetings of the Southeastern Conference (SEC) Chief Diversity Officers meeting. Also UA representatives attended and participated in the Comprehensive Diversity Conference sponsored by the Alabama Association of Higher Education Diversity Officers.

*EOP/University Compliance Office:* To ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff, the University Compliance Officer/Director participated in the *National Association for Diversity Officers in Higher Education (NADOHE)* and the *Disability Student Service Officers in Higher Education* listservs, and maintained membership in the following organizations: *American Association for Affirmative Action (AAAA), Society for Human Resources Management (SHRM)* and the *Alabama Association of Higher Education Diversity Officers (ALAHEDO).* The EOP office also is responsible for updating and disseminating the President’s annual Statement on Diversity, Reaffirmation of Equal Opportunity Policy, UA’s Non-discrimination statement and Compliance with ADA; and for providing information for search committees on conducting effective searches, including updating resources for hiring departments to use to attract minority and women applicants. This office also facilitates updates to the University’s Affirmative Action Plan.

Full details on hiring and retention practices and examples of efforts to diversify faculty, administrative and staff ranks can be found in the current version of Section II of the annual Strategic Diversity Plan below.
Goal Four: Increase diversity within the University’s student body to enrich the learning environment, foster more informed and open perspectives, promote community and better prepare our students to live and work in an ever-expanding global environment.

**Action Steps:**
1. The University will continue to implement, revise and review strategies to recruit and enroll a diverse student body.
2. The University will continue to implement initiatives that improve the retention and graduation rates of all students, using a variety of strategies.

**Overall Student Enrollment:** The total African American enrollment increased by 70 students. As a complement to the tables (specifically 5-8) at the end of this report, the tables below represent the total minority enrollment versus the total enrollment for 2012, 2013, 2014 and 2015, as well as the minority freshmen enrollment versus the total freshmen enrollment. These changes represent an increase in the percentage of minority students, comprising 19.23% of UA’s Fall 2015 enrollment, and a steady number of minority freshmen students.

<table>
<thead>
<tr>
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<th>UA Total Fall Enrollment</th>
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<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Black or African American *</td>
<td>4,173</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>148</td>
</tr>
<tr>
<td>Asian</td>
<td>398</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>29</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>921</td>
</tr>
<tr>
<td>Two or More Races **</td>
<td>370</td>
</tr>
<tr>
<td>Minority Totals</td>
<td>6,039</td>
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<tr>
<td>White</td>
<td>25,993</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>159</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1,411</td>
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<tr>
<td>Total UA Enrollment</td>
<td>33,602</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>17.97%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>UA First-Time Undergraduate Fall Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Black or African American *</td>
<td>634</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>14</td>
</tr>
<tr>
<td>Asian</td>
<td>70</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>8</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>244</td>
</tr>
<tr>
<td>Two or More Races **</td>
<td>117</td>
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<tr>
<td>Minority Totals</td>
<td>1,087</td>
</tr>
<tr>
<td>White</td>
<td>5,094</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>14</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>202</td>
</tr>
<tr>
<td>Total UA Enrollment</td>
<td>6,397</td>
</tr>
<tr>
<td>Minority Percentage</td>
<td>16.99%</td>
</tr>
</tbody>
</table>
Other statistics worth noting related to minority recruitment and retention efforts are UA’s standing among peer institutions in 2015 data. The University of Alabama was recognized in the *Diverse Issues in Higher Education* (http://diverseeducation.com/top100/) as one of the top 100 higher education institutions in the country (public and private) in the number of degrees awarded to African Americans, with the following rankings:

- **Doctoral Degrees**: 44th among all institutions in the number of doctoral degrees in all disciplines conferred to African Americans;
- **Master’s Degrees**: 88th in the number of master’s degrees in all disciplines conferred to African Americans; and
- **Baccalaureate Degrees**: 59th in the number of baccalaureate degrees in all disciplines conferred to African Americans.

In 2015, The University of Alabama had specific undergraduate majors that also ranked among the top 100 higher education institutions in degrees awarded to minority groups.

- The Family and Consumer Sciences ranked 2nd among all institutions for African Americans and 15th for the total minority.
- The Communications and Journalism program ranked 14th among all institutions for Native Americans and 18th for African Americans.
- The Communication Disorders Sciences and Services ranked 10th among all institutions for African Americans.
- The Education program ranked 39th among all institutions for Native Americans.
- The Hospitality Administration/Management program ranked 22nd among all institutions for African Americans and 49th for Hispanics.

The numbers above and in the tables are indicative of UA’s long-term successes in implementing effective minority student recruitment and retention programs. Admissions officials continuously looks to diversify our incoming freshman class by working with schools in areas with large numbers of students from underrepresented minority groups and by recruiting in diverse populations. Once enrolled, UA offers hundreds of courses and programs and, through Student Affairs, multiple extracurricular opportunities that address diversity in a variety of ways and promote an inclusive and supportive environment in which all students may succeed. *Housing and Residential Communities* offers a plethora of diversity/multicultural programs in the residence halls and provides its staff and student employees with diversity training. And UA’s *International Peer Advisory Council* likewise uses student mentors, who are trained on cross-cultural communication skills, to help with retention of international students. The University’s *First Year Experience and Parent Program Office*, its *Center for Academic Success* and its *Living/Learning Residential Communities* are particularly effective in building community and improving retention of all students, including minority students.

Efforts are made to provide financial assistance to recruit and retain students with socioeconomic challenges. The University’s *Alabama’s Promise Scholarship* program guarantees financial aid covering UA tuition and fees to eligible community college transfers who qualify for a full Pell Grant. The University has three first generation programs, including the very successful *Coca-Cola Foundation Scholars* other programs, offering scholarships and life skills support to students who demonstrate financial need and are first generation college students in their immediate family. *Alabama REACH*, another “life coaching” support program, gives students from foster homes, youth that lack familial support and homeless youth the freedom to pursue higher education and successfully matriculate and graduate from college. Other programs, including the *SREB Fellowship Program*, provide substantial
financial support to University graduate students, thereby maximizing recruitment and retention of minority/underrepresented graduate students.

Enhancing cultural diversity, Academic Affairs’ Capstone International Center coordinates UA’s international endeavors, facilitates the development of a global perspective campus wide, and supports students, faculty and staff in global outreach, teaching and research. The Office of Veteran and Military Affairs provides support for students who served in the military or are dependents of military parents. Programs have been established where veterans can share their experiences with others and communicate with departments on campus to ease their transition to the college environment.

The Office of Fraternity and Sorority Life also emphasizes the Greek experience as open to all in its recruitment materials and efforts. The Office worked with the Office of Admissions to identify and educate all incoming students about the various opportunities through Greek involvement.

Full details on recruitment and retention practices and scores of examples of efforts to diversify student enrollment can be found in the current version of Section II of the annual Strategic Diversity Plan below.

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**Goal Five: Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.**

**Action Steps:**
1. The University’s senior leadership will assume responsibility for and be held accountable for achieving the University’s diversity objectives.
2. The University will continue to establish a five-year goal for African-American and other minority representation in its student body, faculty and EEO-1 level staff, and to submit those goals and annual progress updates (performance indicators) to the Chancellor’s Office.
3. The University annually will prepare a Strategic Diversity Report as a tool to assess its progress in enhancing diversity and moving toward its diversity goals.
4. The University will, on a periodic basis, collect and analyze data from other public institutions as a performance measure in assessing progress in achieving its goal of enhancing diversity.

The University of Alabama’s senior leadership has endorsed and is proactively promoting, in a variety of ways, its commitment to diversity as a part of its educational mission. President Robert Witt provided leadership to this end shortly after his arrival on campus by articulating in his first Strategic Plan the University’s long-term commitment: 1) to further diversify the faculty, staff and students for the purpose of enhancing the excellence of the learning environment; 2) to expand an emphasis on global and cultural studies; 3) to provide leadership in addressing economic and social issues in Alabama through research and outreach activities; and 4) to collaborate with outside entities to advance the economic and social condition of Alabama. Numerous offices described under Goal Two of this report were created or enhanced in response to President Witt’s articulated vision for UA, particularly the Office of Vice President for Community Affairs. The President’s commitment is reaffirmed annually through dissemination of a Statement of Diversity (http://www.eop.ua.edu/law.html).

The Provost was charged with creating and implementing a Strategic Diversity Plan. Part of the President’s evaluation of the Provost and other Vice Presidents considers their efforts in achieving diversity at UA, and the Provost similarly evaluates the Deans on their efforts in achieving diversity. Deans, in turn, evaluate their department chairs, and the same process occurs for other Divisions. All
units prepare an Annual College/Unit Strategic Diversity Plan Report at the end of each academic year. To assist this process, OAA provides data on the racial composition of students, faculty, and staff in each area. In finalizing those reports, unit heads review the plans and discuss initiatives with faculty and staff. Those reports come to the Office for Academic Affairs, where staff members in OAA, under the direction of the Associate Provost for Administration, compile the reports to create Section II of the Annual SDR. This document, along with an executive summary, is prepared for review by top University administrators and then shared with the campus community on the Provost’s Diversity webpage (http://provost.ua.edu/diversity.html). The University of Alabama creates a shortened version of the annual SDR to submit to the Chancellor and the UA Board of Trustees, when requested. However, the full annual report is available for system review at any time. This Diversity webpage is designed to be public so that members of The University of Alabama community, as well as the general public, can review these initiatives at any time.

Information on the racial composition of degrees conferred, student enrollment, faculty and EEO-1 staff, and of applicants for faculty and EEO-1 searches is collected and reviewed annually and shared on the Provost’s website.

In addition to the annual unit-specific Strategic Diversity Reports, many colleges, schools, units and offices have set diversity-specific goals that are reviewed and reported each year through the University’s ongoing assessment efforts. Some examples of efforts and successes colleges and other areas have reported to the Office for Academic Affairs in enhancing the diversity of UA’s faculty/staff and student body are summarized in Section II of the annual SDR.

C. Highlights of Progress Made in Increasing Black Representation in Student Body, Faculty, and EEO-1 Administrators

UA annually assesses its progress compared to other institutions around the country and posts data on its Strategic Diversity Plan website. Consistent with a goal of the Knight settlement agreement, these highlights below focus on African-American representation within the University community.

1. African-American Representation Among UA Degree Recipients

- 3rd among flagships: Using 2015-16 data, UA ranks third among the 50 flagship institutions for percent of total degrees conferred to black students, third for percent of undergraduate degrees conferred to black students, and third for percent of graduate and first professional degrees conferred to black students.
- UA’s percent black degrees conferred exceeds median and average: UA’s percent black undergraduate (10.67%), graduate and first professional (12.39%), and total (11.16%) degrees conferred ranks UA significantly ahead of both the respective averages and medians for flagships and public doctorals (the range of averages being 5.62-7.43% and the range of medians being 4.41-5.43%.
- Top 100 rankings from Diverse Issues in Higher Education: UA was recognized in the Diverse Issues in Higher Education as one of the top 100 higher education institutions in the country (public and private) in the number of degrees awarded to African Americans, with the following rankings:
  o Doctoral Degrees: 44th among all institutions in the number of doctoral degrees in all disciplines conferred to African Americans;
  o Master’s Degrees: 88th in the number of master’s degrees in all disciplines conferred to African Americans; and
Baccalaureate Degrees: 59th in the number of baccalaureate degrees in all disciplines conferred to African Americans.

2. African-American Representation in UA’s Student Enrollment

- 4th among flagships: For Fall 2015, UA ranks fourth (11.11%) among the 50 states’ flagship institutions for highest percent black enrollment. UA’s percent black enrollment is more than double the average and the median for the 50 flagships.
- Top 29% among public doctoral: As of Fall 2015, UA is in the top 29% (ranking 47 out of 160) of all public doctoral institutions (excluding HBCUs) in percent black enrollment. UA’s percent black enrollment was 2.4 and 4.53 percentage points higher than the average and median respectively for the public doctoral institutions.

3. African-American Representation in UA’s Faculty

- 3rd among flagships and exceeds median and average: Among the 50 flagship institutions reporting for Fall 2015, UA ranks third in percent black full-time faculty with 5.72%. That is significantly higher than the flagship average of 2.92% and the median at 2.87%.
- Top 12% among public doctorals and exceeds median and average: Among the 160 public doctoral institutions reporting data for Fall 2015 (excluding HBCUs), UA ranks in the top 12% of all institutions in percent black full-time faculty; again significantly higher than the median and average for public doctoral institutions (3.34% and 3.52% respectively).
- 220.8% increase in black faculty in 21 years: In 1991, UA employed 24 full-time black faculty members out of 918 for 2.61%. For Fall 2015, UA had 77 black faculty members out of 1,328 (5.80%), an increase of 53 (or 220.8% increase).

4. African-American Representation in UA’s EEO-1 Administrators

- Seven Additional EEO-1’s since 1991: In Fall 2015, 10 of UA’s 115 EEO-1 administrators were African Americans. This represents an increase of more than 233% from the three employed in 1991.
Section II: Detailed Progress toward the Five Goals

Goal One

Communicate The University of Alabama’s commitment to diversity as part of its educational mission.

*The Action Steps set out in the 2008 SDP to achieve this goal are as follows:*

1. Publicize the University’s commitment to diversity as part of its educational mission.
2. Incorporate the University’s commitment to diversity as part of its educational mission in recruiting materials for faculty, administrators and students.

OFFICE FOR ACADEMIC AFFAIRS UNITS

The Alabama Disabilities Advocacy Program (ADAP)
The Alabama Disabilities Advocacy Program (ADAP) is part of the nationwide federally funded protection and advocacy (P&A) system providing quality, legally based advocacy services to Alabamians with disabilities throughout the State. Services for ADAP are funded by federal grants and include education/training/outreach, technical assistance, monitoring, individual case services, information & referral, investigations, and other systemic efforts.

Alabama Disabilities Advocacy Program (ADAP) promotes and publicizes its commitment to diversity in our mission and vision statements. “ADAP’s mission is to provide quality, legally based advocacy services to Alabamians with disabilities in order to protect, promote, and expand their rights. ADAP’s vision is one of a society where persons with disabilities are valued and exercise self-determination through meaningful choices, and have equality of opportunity.” The ADAP website ([http://adap.ua.edu](http://adap.ua.edu)) and general agency brochure display our mission and vision statements, which focus on people with disabilities. ADAP provides education, training, and publications to individuals with disabilities, their family members, other advocates, service providers, policymakers at the state and local levels, etc. ADAP has a following on Facebook, and is committed to using inclusive language and photographs depicting images of diverse populations in all of its efforts.

Admissions, Office for Undergraduate

The Admissions Office maintained scholarship agreement with Restoration Academy that began in fall 2015. UA’s scholarship agreement ensures that underrepresented Birmingham area students demonstrating the work ethic and commitment to be successful in high school will receive supplemental financial resources to help them be successful at UA. In addition to committing funds to Restoration Academy students, we are furthering our commitment to the people of the state by fostering issues of access and equity.

UA’s partnership with Hobsons, an outside vendor, to assist with the recruitment of African-American students, is continuing into its eight year. UA uses the method of communication that prospective students use – the internet – to recruit and enroll students. UA’s African-American outreach on the internet has a key contact component: Targeted advertising to prospective African-American students using Naviance that are sophomores, juniors, or seniors in high school with at least a 3.0 that reside in
AL, AZ, CA, CO, CT, FL, GA, IL, IN, KY, LA, MA, MD, MI, MO, MS, NC, NJ, NY, OH, OR, PA, SC, TN, TX, UT, VA, WA, WI and WV. (Naviance offers services for higher education institutions that simplify the process of providing up-to-date information to secondary school counselors to support the college admission process.)

**Student Financial Aid**
The Federal Work Study (FWS) program provides priority funding for several programs through the Center for Community Based Partnership, The America Reads/Counts program, UA Crossroads, Global Café, Center for Social and Ethical Responsibility, Safe Zone, Women and Gender Resources Center related to the needs of minority children in central Alabama. These programs include the Black Belt Initiatives, the HEROES program and tutors in minority serving public schools. (Central Primary, Mathews Elementary, Martin Luther King Jr., Oakdale, and Holt Elementary, and Flatwoods Elementary.)

Student Financial Aid provided assistance to Student Support Services by working one on one with students in this program to assure that they benefit from all resources of need-based aid funding. Provided group discussion to assure appropriate application processing for Federal student need-based financial aid.

The office provided dedicated scholarship opportunities to members of the African American Association.

Through the Alabama REACH Program - Student Financial Aid continues to assist the REACH office in identifying and performing outreach to foster care, orphans, emancipated minors, wards of the state, and homeless students insuring their needs are being met by The University of Alabama. The Office of Student Financial Aid provides a presentation annually to Foster Children from the state of Alabama during their visit to UA regarding federal funding opportunities.

The Admission’s office employees a counselor specifically tasked with the outreach and recruitment of minority students. Student Financial Aid supports these activities by providing presentations targeted to this population.

**Capstone International Program Center**
The Capstone International Center’s mission statement (given below) appears on the Center’s webpage ([http://international.ua.edu/](http://international.ua.edu/)). In addition, the Center’s International Services mission statement also given below appears on our website ([http://is.ua.edu/](http://is.ua.edu/)). Articles and statements that emphasize the Center’s and UA’s commitment to diversity and the promotion of intercultural understanding routinely appear on our website. The mission statement and goals of the English Language Institute ([http://www.eli.ua.edu/statichome/mission-statement/](http://www.eli.ua.edu/statichome/mission-statement/)) also include a commitment to recruiting and educating international students.

Mission Statement of the Center: The mission of the Capstone International Center is to initiate, promote, and support The University of Alabama's international efforts on campus as well as throughout the state and the world. The Center, comprised of Education Abroad, the English Language Institute, and International Services, coordinates the University's international endeavors, facilitates the development of a global perspective campus-wide, and supports students, faculty, and staff in learning, teaching, research, service, and global outreach.
Mission Statement of the Center’s International Services unit: The mission of Capstone International Services is to provide essential services and innovative programs for University of Alabama international students, scholars and their families to enable them to achieve their educational, professional and social goals. International Services seeks to foster diversity and strengthen inter-cultural relationships throughout the UA campus and community. It is our commitment to promote understanding and respect for the world’s many cultures.

Mission Statement of the English Language Institute (ELI): To provide top quality instruction in ESL (English as a Second Language) to nonnative speakers of English while providing students with orientation to US culture.

Through its array of programs, including the Intensive English Program, the International Teaching Assistant Program, the Academic Support Program, and various customized group programs, the ELI seeks to accomplish the following specific goals:

Edited for brevity:

- To inform students enrolled in ELI programs about options and opportunities for academic study at The University of Alabama and encourage them to consider applying for admission;
- To recruit international students for ELI and UA instructional programs and serve as a gateway for their entry onto the UA campus;
- To facilitate the academic, cultural, and social integration of international students into the UA community and thus provide opportunities and encouragement for cross-cultural encounters and global understanding;
- To encourage ELI students, as citizens of the world, to learn to respect and appreciate countries and cultures different from their own and therefore play a role in promoting peace and understanding in the world.

In addition, UA’s commitment to diversity has been articulated to the community through presentations by the Associate Provost for International Education and CIC staff in conjunction with programming at the Center for Community-Based Partnerships (CCBP), and at meetings of the Japan America Society of Alabama and Tuscaloosa Sister Cities International.

Our Education Abroad Office and the Office of Veteran and Military Affairs also launched an initiative to focus on the inclusion of veterans and their dependents in study abroad programs.

They worked together to coordinate and streamline this rather complicated process and ensure that veterans and their dependents are able to use their VA benefits and participate in study abroad. The assistant director of the Office of Veteran and Military Affairs and one of our education abroad advisors presented at a national conference on this collaboration and process in late May of 2015 and in January of 2016 their work was featured in an article in the publication International Educator.

**Center for Academic Success**
Recruitment materials for the programs and services offered by the Center for Academic Success are designed to reflect and represent the diversity that can be found in the UA community.
All job postings for staff and student staff positions at the Center for Academic Success are made available to candidates via the University of Alabama website consistent with established policies and procedures.

**Creative Campus**
The *Creative Campus Initiative* was implemented in May 2005 to connect diverse communities through creative arts, and in the process use the arts as part of economic development for the region. Goals of this initiative include, among other things, recruiting, attracting and retaining the best and brightest students and faculty to the campus with the lure of participation in lively and high-quality arts and cultural programs; and building a climate of interactivity on campus and better articulating to the public why culture is valuable. The vision and programs of this unique student-centered effort are outlined at [http://creativecampus.ua.edu](http://creativecampus.ua.edu).

An archive of past events of Creative Campus was placed online to document its events ([http://creativecampus.ua.edu/projects](http://creativecampus.ua.edu/projects)). As a review of that website reveals, Creative Campus continues to connect diverse communities through the arts. The events produced by CC interns also demonstrate an openness to participation – including a broad range of ages, community as well as university audiences, and students from many different backgrounds.

In the spring of 2016, we interviewed approximately 115 of 229 students who were seeking to be CC interns for 2016-17. Approximately 33% of the total applicants were male and 67% female. Of the 48 students selected to be interns for 2016-17, 42% were male, 58% were female, and 11% are non-caucasian. 30 different areas of study and 15 states are also represented in this group.

**Disability Services, Office of**
ODS is one of the few units on campus that is solely dedicated to *diversity*. The construct of disability is not always one that comes to mind initially when considering the topic of diversity. However, people with disabilities are often subject to some of the same negative attitudes and treatment as are those from ethnically and culturally diverse backgrounds. Bigotry, insensitivity, condescending behavior, and mistreatment are often part of the shared experiences of people with disabilities and those from ethnically diverse backgrounds.

Disability is also a very specific subset of diversity since membership is comprised of people from all backgrounds, including those from underrepresented and underserved minorities. The Office of Disability Services (ODS) strives to promote full inclusion of students with disabilities into the university community and the community at large.

*Communicating the Mission*

ODS communicates the University’s commitment to disability (diversity):

The ODS website ([www.ods.ua.edu](http://www.ods.ua.edu)) is publicly available to anyone with access to the internet, and it provides information of interest to parents, faculty, staff and students (current and prospective). Details about registration, how to request accommodations in the classroom, policies, rights and responsibilities, and procedures for accessing certain accommodations are provided on the site.

A “Mini-brochure” (see attached) is sent to departments and other groups that ask for printed materials. This simple brochure is meant to provide a quick overview of the services available from ODS. Students who register with ODS communicate their need for accommodations to instructional faculty using a document created in collaboration with their case managers. This document, entitled
“Confidential Request for Accommodation,” includes information specific to the individual student as well as procedures faculty need to follow to ensure the student is properly accommodated.

ODS staff represented the needs of students with disabilities on approximately 14 campus committees during 2015-2016, including the Diversity and Inclusion Subcommittee.

ODS met with academic advisors about working with students who have disabilities in 7 Colleges/Schools.

At least seven (7) presentations were made by ODS staff on the subject of accommodating students with disabilities. We were presenters, co-presenters or panelists speaking to a variety of audiences, including faculty, technology personnel and doctoral students.

Outreach to external audiences on the subject of disability included a panel presentation at the UA-ADHD Conference and meeting with international high school students who were studying in the US.

**Equal Opportunity Programs**

The Office of Equal Opportunity Programs facilitated the review and update of the President’s Statements on commitment to Diversity, Equal Opportunity & Nondiscrimination, and American with Disabilities Act, posted the updated statements to the EOP website.

The Office of Equal Opportunity Programs reviewed undergraduate and graduate recruiting materials (applications, handbooks, etc.) to ensure that these materials included the University’s most current statement on equal opportunity, nondiscrimination/harassment, and diversity.

The University Compliance Officer/Director provided leadership and liaison support to the Equal Opportunity Committee (EOC), a university standing committee designed to advise the administration on equal opportunity issues. The Committee identified and is pursuing the following initiatives: (1) developing a mission statement and establishing priorities for the committee; (2) inclusion of a required diversity workshop into the Spring Orientation program for new students; (3) including diversity courses as part of the Core Curriculum, and (4) identifying and expanding scholarship opportunities for a more diverse pool of students; and (5) exploring need for an office of diversity/chief diversity officer at the University.

The University Compliance Officer/Director served as a member of the design team to organize the 2015 Annual ALAHEDO diversity conference scheduled for October 22-23, at the University of North Alabama, Florence, AL. The goal of the conference was to build and further a vibrant diversity and best practices community by bringing together interested practitioners and researchers who have responsibility or interest in the broad field of diversity. The University Compliance Officer/Director also served as the institutional representative on the Alabama Association of Higher Education Diversity Officers (ALAHEDO). ALAHEDO is charged with developing workshops, conferences, and other activities to promote diversity within its member institutions.

EOP updated its website to include a link to the revised UACT website, which provides a comprehensive list of available reporting channels through which students, employees and campus visitors can report acts of discrimination, retaliation, harassment, sexual assault or sexual violence. roles in addressing

The Office of Equal Opportunity Programs/University Compliance conducted a series of onsite training sessions for the UAPD to familiarize the officers with the function of EOP in the administration of equal opportunity/nondiscrimination, prevention of illegal discrimination/harassment, and affirmative action/diversity at UA.
Instructional Technology, Center for
The Center for Instructional Technology (CIT) launched the University’s accessibility website (http://accessibility.ua.edu) in January 2014. An integral part of this site is an official statement regarding the University’s commitment to accessibility for all individuals, including those with disabilities.

Registrar’s Office
The Office of the University Registrar strives to provide a commitment to an inclusive environment where equal opportunity and non-discrimination are core to our mission. This is evident through our commitment to providing inclusive recruiting materials for staff, diverse representation on search committees, and through ensuring the accessibility of our website and technology through the inclusion of closed captioning on all videos and updating our visual standards.

In support of the University, the Office of the University Registrar’s [OUR] mission is to help students enroll and then succeed by providing world-class customer service to faculty, staff, students, their families, and the public; with a particular emphasis toward processes related to academic records, academic progress, enrollment data, classroom support, degree audit, academic certification, and commencement. OUR accomplishes this mission by striving toward excellence in everything it does, challenging itself to be as efficient and effective as possible in work, seeking out new and better ways of doing business for both the internal and external customers it serves, and by creating an environment in the office and on campus which encourages growth, supports academics, respects people and their differences, promotes communication and participation, and cultivates a performance culture.


VICE PRESIDENTS

Advancement
The Advancement Division includes Development, Advancement Services and Alumni Affairs. Each of these areas communicates diversity uniquely. Alumni Affairs and the National Alumni Association (NAA) utilize publications such as the Alabama Alumni Magazine to reach a broad range of University alumni, featuring stories on prominent UA graduates, current programs and initiatives, and opportunities for involvement. The Winter 2015 issue featured 15 successful alumni who graduated in the last fifteen years. In that group were six women, a member of the Eastern Band of Cherokee Indians, a native of Ahmedabad, India, and an African-American actor on Broadway. The 2015–2016 Honor Rolls, a publication that honors NAA donors and scholarship recipients, featured “Faces of the Capstone,” all members of the University family who demonstrate excellence. This publication featured students, professors and administrators from all backgrounds, including Elliot Spillers, the University’s second African-American SGA president, Kaylie Crosby, a female leading the charge on UA’s EcoCAR team, and Samantha Mukkamala, a biology major who has spearheaded many research projects, among others.
Community Affairs

*Realizing the Dream: Sharing Our Commitment to Diversity with Our Community.* The Realizing the Dream Committee, composed of members from the Tuscaloosa Consortium for Higher Education — Shelton State Community College, Stillman College, and UA — continues to offer an opportunity to collaborate to produce quality programming in the West Alabama area. For the 27th consecutive year, The University of Alabama and its Realizing the Dream partners presented a series of events around the holiday that honors the life and achievements of Dr. Martin Luther King, Jr. Ties between the University and the communities it serves were strengthened through working together in the planning and implementation of these programs.

*Realizing the Dream Legacy Awards.* On Friday, January 15, 2016, lawyer and former U.S. Attorney G. Douglas Jones was the keynote speaker at a banquet in the Embassy Suites. The honorees, recognized for a variety of achievements in the spirit of Dr. King, were Elliot Spillers, president of the UA Student Government Association, who received the Horizon Award; Theresa Burroughs, a resident of Greensboro, Alabama, and director of the Safe House Black History Museum, who accepted the Call to Conscience Award; and Bill Baxley, former attorney general and lieutenant governor, who received the Mountaintop Award.

*Realizing the Dream Program.* On Sunday, January 17, the concert featured Grammy nominated artist Jonathan Butler. The youngest of 13 children, Butler grew up in Apartheid-ruled Cape Town, South Africa. He began his singing career at age 7 and began writing and composing as a teenager. Today, his repertoire of pop, urban, contemporary jazz, adult contemporary, and gospel has made him an international star.

*SCLC Unity Day Celebration.* Unity Day activities occurred Monday, January 18. Sponsored by the Southern Christian Leadership Conference, Unity Day activities began at the Malone Hood Plaza and continued to Tuscaloosa City Hall on University Boulevard.

*The University of Alabama Campaign for the United Way.* Each year, the United Way of West Alabama unites our diverse community through its initiatives. The Division of Community Affairs assumed leadership of the UA United Way campaign and implemented a structure that created opportunities for its colleges and administrative units to provide leadership of the campaign each year. As a result of this change in structure, UA has seen a steady increase in both the number of employees participating in the campaign and overall contributions. In fact, The University of Alabama leads the SEC in the percentage of employees participating in the campaign and is consistently the largest contributor to the annual United Way of West Alabama’s campaign. Through this effort, we offer a united voice as a campus in support of the 28 United Way agencies and the diverse communities that shape our state. Opportunities have been presented for various college units to lead the faculty and staff efforts in giving. Previous host colleges include the College of Arts and Sciences (2009), College of Engineering (2010), College of Communication and Information Sciences (2011), Capstone College of Nursing (2012), College of Education (2013), College of Human Environmental Sciences (2014), and the School of Social Work (2015). The campus has consistently raised funds in excess of 110% of the goal for the last six years. In 2015-2016, the campaign continued to lead the SEC in the percentage of employee participation, exceeding $400,000 in employee contributions for the first time in school history. Through this effort, our University demonstrates its commitment to the diverse peoples of our state.

*The Tuscaloosa Consortium for Higher Education.* The Consortium was established in 1997 to encourage collaboration among Shelton State Community College, Stillman College, and The University of Alabama. While each has a distinctive mission, this partnership has enabled faculty, staff, and students of these three institutions to build on their complementary strengths and to develop
partnerships that will promote educational opportunity, support economic development, and enhance the quality of life in the Tuscaloosa community. In this way, the University strengthens respectful and supportive relationships with the institutions of higher education in our city and communicates our commitment to diversity within the community.

Recertification of Carnegie Classification for Community and Curricular Engagement. In 2015, The University of Alabama was recertified for the Carnegie Classification for Community and Curricular Engagement, first received in 2008. In keeping with the mission of The University of Alabama to advance the intellectual and social condition of the people of Alabama through quality programs that connect teaching, research, and service to help improve the quality of life for individuals and communities in the state, the nation, and the world. As part of its commitment to community-engaged scholarship, the contributions of Division of Community Affairs were critical components of our successful Carnegie application in 2008 and recertification in 2015.

Engagement Scholarship Consortium (ESC) International Conference. As a member of the ESC consortium, UA sends a large delegation of faculty, students, and community partners to the annual conference, many of whom serve as presenters of research papers, research posters, session leaders, and committee participants. A diverse delegation of 22 faculty and student researchers from the University traveled to Penn State to meet their counterparts from around the world and share their work. They presented research papers and/or served as program conveners and moderators. The theme of the conference, Engaging Scholarship: Advancing Rigor, Elevating Impact, challenged students, faculty and communities to reflect on the international meaning of engaged scholarship across disciplines. ESC is an international consortium of 35 leadership institutions dedicated to the Scholarship of Engagement. It also provides financial support for the Journal of Community Engagement and Scholarship. The most recent issue was distributed to participants at the conference. ESC is a 501 (c) (3) non-profit educational organization composed of higher education member institutions that work collaboratively to build strong university-community partnerships anchored in the rigor of scholarship and designed to help build community capacity. UA was the first non-land grant institution to become a member of this organization. UA has been a leading member of the Consortium since its inception in 1999, hosting its conference in 2012 in Tuscaloosa and sending large delegations to the annual conference.

Saving Lives Initiative. The Saving Lives Initiative is a signature Division of Community Affairs healthcare initiative in collaboration with area churches. In this initiative, community members and researchers collaborate to combine knowledge and take action for community health. Together they have developed and executed a model program designed to increase the health literacy of underserved populations, improve community health and reduce health disparities, and approach the process of building communication, trust, and capacity with the overall goal of sustaining healthy lifestyles. A unique aspect of the program is the use of scripture or text from theological doctrine in discussions of health care information and recommendations coming forward from health care providers and policy makers. In addition to the expert-led educational workshops that cover the topics of hypertension, diabetes, medication management, healthy eating and active lifestyles for disease maintenance and prevention, participants will continue to be screened for blood pressure, cholesterol, blood glucose and body mass index. More than 40 University of Alabama medical students and undergraduate pre-professional health students have been engaged in this project that has touched the lives of more than 240 participants. The University of Alabama Division of Community Affairs began this program with 3 churches participating and now has more than seven local churches participating in this initiative. Student participation in the Saving Lives Initiative expanded to include training to properly evaluate each participant’s health literacy.

Multicultural Journalism Program (MJP). Community Affairs continued its support of MJP, now more than 25 years old, in the College of Communication and Information Sciences. The Division
provides financial and in some years staff support of one of the premier workshops of its kind in the country. Each summer, up to 30 high school students attend this 10-day intensive workshop that covers print, broadcast and Web journalism. This workshop has helped the campus's diversity evaluations in periodic accreditation reviews. Dr. Ed Mullins, former dean of the College of Communication and Information Sciences and now CCBP director of Research and Communication, co-founded the program and directed or co-directed the MJP's annual workshop. The program has added substantially to diversity in the news media, which until mid-20th Century had been constituted mostly by white males. In February 2011, a national panel of journalism educators selected MJP for the Journalism Education Association’s Diversity Award, its highest honor for diversity in journalism education. The award recognizes leaders in promoting diversity in scholastic media and those working to break down walls across cultures. Through the MJP, more than 600 high school students interested in journalism have come to the UA campus for a weeklong intensive summer workshop that teaches them to produce news in a multicultural society using multiple platforms.

Community Based Programs:
The following are among the efforts made in 2015-16 by CCBP that build community ties and communicate the University’s commitment to diversity as part of its educational mission.

Swim to the Top. A fitness and enrichment program for youth ages 4–14, this initiative is sponsored by the Division of Community Affairs in collaboration with the Benjamin Barnes Branch of the YMCA and the Tuscaloosa County Park and Recreation Authority. The swimming goal is to provide effective instruction to make children proficient survival swimmers. African-American children drown at a rate nearly three times higher than their Caucasian peers, and this program was developed to reduce the drowning risk of these youth. In 2015, program enrollment increased to 155 youth, up from 110 the year before. The program includes golf instruction, character development, and daily fitness and academic enrichment activities. Skill-related components of the fitness activities included agility, balance, and coordination. Health-related components included cardiorespiratory endurance, muscular strength and endurance, flexibility, and nutrition education. Academic enrichment sessions addressed skills in reading, writing, math, community service, and leadership.

STEM Entrepreneurship Academy (SEA). The STEM Entrepreneurship Academy is a program designed to expose students to science, technology, engineering, mathematics, and entrepreneurship while helping them realize options in these fields as they plan their futures. This program has two parts: the summer camp and the follow-on activities in the schools throughout the year. In previous years, the Capstone Entrepreneurship Camp, through a partnership between CCBP and the Culverhouse College of Commerce and Business Administration, provided rising high school seniors a challenging experience to learn about college life while developing an understanding of entrepreneurship as a career and its role in the economic development of their communities. For the past three summers, the College of Arts and Sciences and the College of Engineering joined the partnership to create a camp introducing high school students in grades 9–12 to STEM entrepreneurship in an effort to help students visualize opportunities in these fields. The SEA curriculum was distributed during the school year to the participating schools through engagement with University faculty and staff. Students ultimately developed product ideas, created business concepts around the products, and delivered final presentations. Participants in the 2014 and 2015 camps were exposed to an evening of science in a university laboratory. Each day, a practical exercise connected each area of STEM to entrepreneurship. The 2015 SEA camp included 24 participants from four Black Belt counties (Greene, Marengo, Sumter, Pickens), and two others (Walker and Tuscaloosa). SEA will advance the goals of the summer camp by carrying out the SEA curriculum, working closely with UA faculty and arranging monthly visits from university graduate students and staff members to each school during the academic year. The curriculum development includes a focus on STEM research and innovation and will provide homework help to high schools students, thus providing more opportunities for our UA faculty, staff, and students to interact with the high school students from
the various regions and diverse backgrounds. The SEA program communicates UA’s commitment to
education in the Black Belt and offers opportunities to its youth and their teachers in preparation for
today’s economy.

Black Belt Community Foundation (BBCF). BBCF was created to build philanthropy in the low-wealth
region of Alabama’s Black Belt. The mission of the BBCF is to forge a collective stream of giving from
the community and other sources so we, the people of the Black Belt, can enhance continuing efforts “to
lift ourselves by taking what we have to make what we need.” The founders of the BBCF believe that
every member of the community has a vested interest in seeing the vision of a transformed Black Belt
where all residents contribute to healthy communities in a productive regional economy and realize the
benefits of its shared gifts.

BBCF leadership believes that a strong partnership with the Division of Community Affairs will help in
its fight to decrease many of the underlying causes of poverty in the Black Belt. Since March 2015,
Christopher Spencer, CCBP director of Community Development, has worked closely with the
Foundation and its program officers. During the past year, Spencer worked with Marcus Campbell,
program officer of the Boys and Young Men of Color Initiative funded by the Robert Wood Johnson
Foundation. This project has touched the lives of more than 3,000 young men across the Black Belt. It has
also opened the doors for other researchers and students across campus to build valuable relationships
with potential partners for research and service-learning opportunities.

Spencer has also served on the education committee and participated in several meetings leading to the
funding of three summer-learning sites in the Black Belt. These sites focus on reducing the effects of
summer-learning loss. The sites will be located in Wilcox, Marengo, and Dallas counties.

During the past year Spencer joined with BBCF President Felecia Lucky to host the 10th Annual
Community Associate Retreat in Tuscaloosa. He also served as a key member of the 120 Day Work
Group tasked with creating a stronger structure for the program. The new structure was approved on May
19, 2016 by the BBCF Board of Directors. Spencer will be responsible for educating local community
associates in each of the 12 Black Belt counties and overseeing program implementation.

Financial Affairs
The departments within the Division of Financial Affairs serve to support the University of Alabama’s
mission and goals, including the University’s commitment to diversity. To that end, Financial Affairs’
departments integrate diversity measures within all of its functions.

Following are examples of ongoing activities that reflect the Division of Financial Affairs communication
of its commitment to diversity.

The Division of Financial Affairs demonstrates focus on increasing use of minority and women-
owned business enterprises (MWBE) and disadvantaged business enterprises (DBE) in its business
activities and functions.

- Procurement Staff participated in the Alabama Department of Finance, Division of Purchasing
  vendor show that included Diversity vendors.
- Procurement Staff meets with Diversity vendors regularly and encourages opportunities for use
  by campus departments.
- Procurement Staff and FAIT are developing a new search engine for UA Approved Contracts on
  the UA Purchasing website that will identify Diversity suppliers available for use by UA
  departments.
- UA spending with Diversity vendors on Purchase Orders and Disbursement Vouchers exceeded
  $17 million dollars. (This number does not include P-card spend)
Procurement Staff participated in the Greater Birmingham Area Government Business Matchmaker event.

In the past year, 15 construction projects directly involved MWBE/DBE contractor businesses. In addition, eight (8) projects involved MWBE/DBE architectural, engineering, or professional consulting firms.

Construction Administration has supported the efforts of the City of Tuscaloosa with the “Tuscaloosa Builds” plan for Minority Contracting Participation and Inclusion Program. Requests for additional support have been limited during this period.

Project managers are encouraged to solicit quotes from MWBE/DBE businesses on all projects.

The Division of Financial Affairs communicates its support of and compliance with the Americans with Disabilities Act (ADA) by incorporating such measures in various business processes, functions, and services offered.

Construction Administration addresses diversity as a key consideration of all design projects and drawing reviews. The department is committed to complying with the latest adopted 2010 ADA standards and guidelines on all design projects. This is reinforced via the Project Initiation Request (PIR) form, which includes a reminder that any alterations affecting the usability of, or access to, an area of a facility shall ensure that the path of travel to the altered area must be readily accessible to, and usable by, individuals with disabilities - up to a maximum of 20% of the cost of the alteration to the primary area. In addition, it is noted that unisex handicap-accessible restrooms must be constructed on all new construction projects and all major renovation projects.

In the 2015-2016 academic year, 10 projects, either designed and/or in construction phase, addressed handicapped accessibility initiatives.

Construction Administration has supported diversity by designing and constructing the following major capital project initiatives related to ADA compliance:

- Moody Music Addition/Renovation
- Moody Music ADA Upgrade
- North Lawn Hall
- Retail on Bryant
- Cyber Hall Renovation – restroom renovations
- Kappa Alpha
- Pi Kappa Psi
- Kappa Kappa Gamma
- Phi Mu - new building
- Northeast Medical Bldg Renovation – partial renovation ADA-compliant
- Capital Hall Renovations – partial renovation ADA-compliant
- Peter Bryce Blvd & North Campus Way
- University Blvd Enhancements
- Business Activities Bldg
- Fire Alarm Upgrades – various locations

The University Supply Store continues to communicate with the Office of Disability Services about different course material options, including accessible response pad technology, in order to meet ADA specifications.

The University Supply Store is a member of the Technology and Learning Committee (TLC) and continues to discuss course materials accessibility points so all students have the same learning experience.

The University Supply Store utilizes accessibility software for its website in order to meet ADA specifications.

Crimson Ride utilizes a new Voice Annunciation System and visual aids on transit buses to better support UA visual and sight impaired community members.
Transportation Services continues to meet and exceed ADA specifications in ensuring that all signs related to handicap accessibility are at a height that are clearly visible to all persons and adding additional spaces for persons with disabilities as needed in various areas.

Transportation Services has taken extra measures when planning for campus events to ensure that transit, signage and parking are as accommodating as possible for persons with disabilities. This includes, but is not limited to, reserving additional space for people with disabilities and providing temporary access aisles for those patrons using vehicle lifts or using mobility devices. University and event staff members are trained in ADA parking guidelines to assist in reserving additional space for access aisles. Transportation Services also has an array of portable ADA event signage to provide patrons with directions to these areas.

Fleet Services is providing long-term assistance to Capstone Village by sharing its handicapped accessible van for shuttle service for residents’ doctor visits.

The Crimson Ride Transit system has demonstrated a commitment to persons with disabilities by providing transportation that is fully accessible. Each year, four hours of TSI (Transit Safety and Security) training for assisting elderly and disabled passengers is conducted with Crimson Ride operators, as well as one hour of wheelchair securement training. Additionally, training materials are provided that educate operators on guidelines and procedures on how and when to offer assistance to elderly and disabled passengers.

Crimson Ride provides a shopping shuttle that is ADA accessible and widely used by the international student population.

Transportation Services and Action Card’s front offices in the Campus Drive deck are ADA compliant. The ADA front counter window aids those students, employees and other customers with disabilities. Features such as door access, customer counters, and restroom facilities were installed with compliance issues in mind.

Bama Dining worked with the Office of Disability Services and the Office of Counsel to enhance food allergy accommodation training, policy, and process. This interactive process allows Bama Dining to create modified dining plans that are integrated and appropriate for students with dietary restrictions. The training policy now includes a focus on recognizing the signs and symptoms of a customer who has ingested a food that they are allergic to and is a response to the increased campus population with anaphylactic reactions to some foods.

The Action Card Office’s online photo submission process for Action Cards continues to expand the program to additional groups on campus such as ELI and new Law Students. This process is more user-friendly and more accessible for all users, especially those with disabilities. Also, the Action Card distribution point within the University Supply Store provides expanded aisles and space for all students.

Financial Affairs Information Technology installs time clocks to meet ADA requirements.

University Printing is the source for ADA compliant signage for buildings, way-finding and many of the University’s construction projects.

Intercollegiate Athletic Committee
One of the Department of Intercollegiate Athletics’ six core values, as written within the department’s mission statement, is: “Respect – We will demonstrate diversity and inclusiveness within our department…providing opportunities regardless of gender, race or physical challenges.”

Plaques displaying the Department’s core values are visible at the entrances of various athletics facilities, including the Mal Moore Athletic Facility, Coleman Coliseum and Foster Auditorium. In addition, the Department’s mission statement is published in various electronic and print media, such as on www.rolltide.com, in each sport’s media guide, in the Student-Athlete Handbook and in the Department’s Policies & Procedures Manual.
The following University policies are included annually in the Student-Athlete Handbook and the Department’s Policies & Procedures Manual – UA Statement on Diversity, UA Nondiscrimination Notice, UA Sexual Harassment Policy, and UA Hazing Policy. In addition, the Handbook includes a link to the UAAct website, which provides a comprehensive list of available reporting channels and resources for reporting instances of discrimination, retaliation, harassment, sexual assault or violence, hazing or other violations of University policies.

Research
The University Research Compliance Officer/Director served as a representative for the Alabama Association of Higher Education Diversity Officers (ALAHEDO). ALAHEDO is charged with developing workshops, conferences, and other activities to promote diversity within its member institutions. This involvement assists with identifying, developing and implementing effective and sustainable diversity best practices within research.

The Alabama International Trade Center’s statewide services to the business community are open to the public and supported in part by the U.S. Small Business Administration. Print communication and website materials indicate that all services are open to the public, nondiscriminatory, and available to individuals with disabilities.

Each year the Center provides technical assistance and counseling to the small business community throughout Alabama. The Center served 40 minority-owned small business clients. Minority owned businesses represented 19% of total clients served.

In addition, the Center organized 20 educational workshops around the state with total attendance of 755. The workshops were promoted to small businesses including firms located in underserved areas of the state. Ten percent of workshop attendees were minorities.

The services provided statewide by the University of Alabama Center for Economic Development (UACED) to civic communities, elected leaders and the business community are open to the public and supported by various external State of Alabama agencies. Printed communication and website materials specify that all services are open to the public, nondiscriminatory, and available to individuals with disabilities.

During 2015, UACED continued the work statewide. Many of these communities have some of the lowest incomes in the State of Alabama: Bibb, Choctaw, Clarke, Conecuh, Greene, Hale, Dallas, Marengo, Monroe, Perry, Pickens, Sumter, Washington, and Wilcox. UACED staff provides community-based strategic planning in support of local economic development efforts in all parts of Alabama. UACED helps communities prepare to take advantage of economic development opportunities for growth, which puts them in a better position to support existing business as well as to create and attract new investments and jobs. Many of the programs have concentrated on leadership, expansion of tourism, community development information and recommendations to improve the local economies and assist in providing opportunities for a better quality of life.

Student Affairs
The Division of Student Affairs this past year convened an internal working group to look at issues of diversity, equity, and inclusion specifically looking at divisional non-student staff. Through a multistage process over five months this committee evaluated issues of diversity, equity, and inclusion and established several key recommendations for the division. Two recommendations from this committee should be highlighted for the purposes of this report. First, the Division of Student Affairs needs to establish a clear unambiguous statement about its commitment to diversity. Second, this diversity statement needs to be incorporated into hiring and staff evaluation processes.
These recommendations are based on information gathered through two surveys and 17 departmental focus group sessions. This data demonstrated that divisional staff was more aware of departmental expectations around diversity, equity, and inclusion when compared to awareness of divisional expectations. Areas of most concern among staff is how issues of diversity, equity, and inclusion are incorporated into the hiring, onboarding, and evaluation of job performance. To address these findings, the division has tasked a group with drafting a divisional diversity statement. This work began in May of 2016 and completed its work in August 2016. This divisional diversity, equity, and inclusion statement will be incorporated in the divisional hiring processes, divisional new employee on boarding processes, and employee evaluation processes over this next academic year.

To address divisional hiring processes, the divisional diversity statement will be included in all job postings. In addition to inclusion in job posting, resources will be provided to assure jobs are being advertised in a manner that will attract a diverse candidate pool. Also part of the hiring process, diversity, equity, and inclusion questions will be incorporated into the interview process to get a sense of potential new employees’ commitment to diversity. Through this process divisional expectations will be communicated to potential new employees. In a similar way, divisional expectations will be incorporated into a new employee on boarding or orientation programs. To accomplish this task a subgroup began working on this process in May 2016. Finally, for the next employee evaluation cycle staff will be asked to incorporate a diversity, equity, and inclusion goal, consistent with divisional priorities, into their performance plan.

This past year the Division of Student Affairs took a process-based approach to identifying areas of improvement for its equity, diversity, and inclusion efforts. This effort has lead to the division crafting a division specific diversity statement. Utilizing staff feedback, this statement is being incorporated into specific areas that will facilitate the communication of the division’s and UA’s commitment to diversity. Through this process the Division of Student affairs is publicizing its commitment to diversity. By doing so the Division of Student Affairs is incorporating its commitment to diversity into recruitment and retention of staff.

With regard to students the Division has been transparent about its integration efforts of the camps Greek community particularly the traditionally white sororities on campus. To this effort a webpage is dedicated to informing the public of these efforts.

**COLLEGES AND SCHOOLS**

**Arts & Sciences, College of**
The College of Arts and Sciences has instituted and retained a Diversity Committee since spring 2001. The stated mission of the Diversity Committee is to promote and celebrate mutual understanding, dignity, respect, and cooperation among all ethnic, racial, religious, and social groups at the University, and to actively discourage and prevent discriminatory practices toward any group. The Diversity Committee is endowed with a budget, thus having the means to actually execute initiatives deemed worthwhile. This past academic year, the College conducted 44 faculty searches that all followed the College’s intensive diversity recruitment process. Recruiting is a department-wide effort and represents an effective channel from where to communicate the College’s commitment to diversity to all involved. The College’s goal is the diversity of the pool of applicants, and the means to achieve this include, among other things: the design of ads, the outlets where these ads are placed, the personal contacts to HBCUs through phone calls and e-mails. The College has also implemented a unique initiative that has been commended by potential recruits, and it is part of the efforts of persuading candidates to ultimate choose UA among
competing offers they may get. It is the café@ua (or Creating A Fantastic Experience at UA) initiative, which allows potential recruits to mingle with faculty from departments that are not involved in their corresponding search committees. Feedback from candidates showed that the openhearted atmosphere allowed them to ask questions that they would otherwise refrain from asking to their hiring committees for fear of jeopardizing their possibility of being hired. Advertisements for the faculty positions were publicized at a variety of conferences where a diverse audience is expected. The ads were also posted at the following outlets that specifically aim at making minorities and underrepresented groups aware of these positions:

- Minority Faculty Applicant Database
- National Registry of Diverse and Strategic Faculty website
- Hispanic Association of Colleges and Universities website
- Diverse: Issues In Higher Education website
- Ads of faculty positions also sent to UA Black Faculty and Staff Association

On the student side, the College remains active in supporting initiatives aimed at affirming diversity within the student body at the graduate and undergraduate levels. A flagship activity that highlights the College’s commitment to diversity is its annual Graduate Recruiting Expo (GREX -- formerly Bama Grad Expo) focused on recruiting women and minorities into STEM programs. There have been 29 students who enrolled at UA from those who attended in the last 3 years. The Associate Dean for Multicultural Affairs or a representative was at the following conferences to distribute the Diversity Brochure and/or communicate the College’s commitment to diversity:

- McKnight Annual Fellows Conference, November 13-15, 2015
- Compact Conference for Faculty Diversity, Institute for Teaching and Mentoring, October 29 – November 1, 2015
- Annual Biomedical Research Conference for Minority Students (ABRCMS), November 11-14, 2015
- The diversity brochure was also distributed at GREX (Graduate Recruiting Expo), February 25-27, 2016.

**Culverhouse College of Commerce**

The College’s Mission Statement, as communicated on its website, specifically recognizes the importance of diversity.

The Culverhouse College of Commerce is an inclusive community engaged in innovative research, service and rigorous learning - with a personal touch - that develop highly respected business leaders who solve challenges of the global society.

In association with the Mission Statement, a specific goal of the College is “an inclusive community.”

In addition to communicating the mission statement on its website, Culverhouse includes the mission statement on electronic signage throughout the College facilities.

Information about specific communication efforts to attract minority students and faculty is provided later in this report. In general, Culverhouse makes a special effort to advertise open positions in locations that will be visible to minority faculty. Student recruitment materials feature a diversity of students as an indication of Culverhouse’s interest in a diverse student body.
Communication & Information Sciences, College of
The College of Communication and Information Sciences adopted a diversity statement and diversity plan in January 2008. While the Diversity Statement remains unchanged, the diversity plan is currently under review by the College's Human Resources Committee. As part of this review process, during the Spring Semester 2016, a Diversity Plan Town Hall was held to solicit faculty input in areas that should be revised in the plan. Based on the feedback from the Town Hall, Human Resources drafted a revised diversity plan, which is likely to be forwarded to the full C&IS Faculty for a final vote during the Spring 2017 semester.

As a result of its Strategic Planning Process in 2015-2016, the College of Communication and Information Sciences identified the following as one of its strategic priorities: “Provide a Learning Environment that Promotes Diversity, Equity, Leadership and Service”.

Diversity of ethnicity, gender, sexual orientation, life experience, political perspective and economic condition promotes a rich academic experience for students. Ensuring equitable access reinforces this commitment to diversity. Leadership and service by students, faculty and staff supports intellectual, professional and personal development and contributes to the development of leaders, critical thinkers and problem solvers. C&IS will provide an environment that encourages and celebrates diversity, equity, leadership and service among every member of the community.

To demonstrate the College’s commitment to diversity to its students, an abbreviated version of the diversity statement is displayed through digital signage at four strategic locations in Reese Phifer Hall and one location in the School of Library and Information Studies, located on the fifth floor of Gorgas Library. The locations were selected to maximize student exposure to the message. The digital sign reflects the tenets of diversity as expressed in the College’s diversity statement, “Diversity: Celebrated. Appreciated. Embraced.” The elements of diversity surround those words: Physical abilities, political views ethnicity, age, gender, religious beliefs and spirituality, sexuality, national origin, race, and socioeconomic or geographic background. We believe that such a display reinforces the College’s commitment to diversity and contributes to the educational mission of the College and the University.

Community Health Sciences, College of
The mission of the College of Community Health (CCHS) is dedicated to improving and promoting the health of individuals and communities in Alabama and the region through leadership in medical education and primary care; the provision of high quality, accessible health care; and scholarship.

CCHS accomplishes this mission by:
- Shaping globally capable, locally relevant, and culturally competent physicians through learner-centered, community-based medical education and mentoring.
- Addressing the physician workforce needs of Alabama and the region with a focus on comprehensive Family Medicine Residency training.
- Engaging communities as partners, particularly in rural and underserved areas, in efforts that improve the health of Alabama’s citizens.
- Providing high quality, patient-centered, efficient clinical services.
- Fostering scholarship in relevant and innovative community-oriented research to influence population health and support community providers.

The mission and core values are prominently posted throughout the College and in the clinics of University Medical Center, a multi-specialty community practice on the UA campus that the College operates, as well as at its second practice location, University Medical Center-Northport.
The mission and core values are shared with diverse audiences through various communication vehicles. In addition to faculty and staff within the College and the University, audiences include undergraduate and graduate students, medical students, resident physicians, community physicians, alumni, donors, and the communities where CCHS graduates practice. These communication vehicles demonstrate the CCHS commitment to diversity and include: printed materials, including brochures, the semi-annual magazines *On Rounds* and *Community Report*, conference materials, and other promotional materials; electronic communications, including monthly electronic newsletters, websites, and social media; news releases and media interviews; and marketing and advertising efforts. The Bi-Monthly Staff Forum includes a segment called “Mission Moment,” as does our monthly newsletter, which ties in some program, activity, or achievement explicitly to our mission and core values.

The CCHS Communications Department ensures all printed materials reflect the College’s commitment to diversity by employing inclusive language and selecting photos representative of the diverse population served by CCHS. The Communications Department also works closely with the University Medical Center’s Patient Advisory Council to ensure that suggestions made by the council’s diverse membership are incorporated into the College’s communications efforts. Most recently, the Communications Department has sought input from the Patient Advisory Council to build the University Medical Center website, developing a site that communicates diversity at all levels.

The Rural Minority Health Scholars Program (RMHSP), and The Rural Health Scholars Program (RHSP) housed within the CCHS Rural Scholars Pipeline of programs (RSP), specifies its commitment to “prepare recent high school graduates from Alabama’s rural minority communities to enter pre-health professional curriculums with intention of becoming rural health professionals for Alabama who are leaders in developing healthy communities,” and “to encourage [rural] high school students to consider careers in medicine and health professions.”

These programs distributes brochures, pamphlets, flyers, etc. that contain this mission statement to diverse audiences. These same materials, as well as other Rural Program materials, are created with a particular emphasis on representing and attracting the diverse rural population.

**Continuing Studies, College of**

The College mails brochures and other promotional materials and uses e-marketing on a market-driven basis that does not discriminate relative to race, color, national origin, age or disability.

**Education, College of**

The strategic plan of the College puts diversity concerns at the center of its mission and vision. A new strategic plan was inaugurated in the fall of 2015 that offers a strong position on diversity in both the conceptual framework of the teacher education program and in the general strategic goals of the College.

The College also holds itself accountable to all accreditation standards that address diversity issues. See [http://education.ua.edu/about/ncate/standard-4-diversity](http://education.ua.edu/about/ncate/standard-4-diversity).

The administrative leadership of the College is committed to promoting diversity in all of its interactions, including in public presentations to alumni and supporters of the College, in staff and faculty hiring and recruitment practices, in appointments to committees and in the application of the College’s standing policies on diversity.
Departmental policies and procedures in the College convey a commitment to equal opportunity and shared respect, regardless of culture, race, color, socioeconomic background, religion, sexual or gender orientation, national origin, sex, age, disability, citizenship or veteran status. Several departments state their teaching missions in terms that openly engage and honor differences, and that promote social justice. The Social and Cultural Studies program, for instance, promotes a learning experience particularly concerned with, in the words of its mission statement, “analyzing diversity and social inequities generated by factors such as race, gender, social class, culture, ethnicity, language, and sexual orientation.”

All position advertisements in the College reflect a statement of commitment to diversity. The College shares the University of Alabama’s diversity mission in its student orientation and recruitment sessions. All student recruitment and promotional materials developed in the College are attentive to and reflective of the demographic nature of the population in Alabama.

The College has been active in offering diversity discourse opportunities to the university community. Each year it sponsors the Laible lecture, which is dedicated to anti-racist scholarship, education and social activism. The 2015 lecturer was Patricia Hill Collins, an African-American scholar and Distinguished University Professor at the University of Maryland. The title of her talk was *Sharpening Intersectionality’s Critical Edge*. This year’s lecturer is Jerry Rosiek (now at the University of Oregon) who will deliver a lecture titled, *Resegregation as Curriculum: What the New Segregation in U.S. Schools is Teaching Children.*

University of Alabama Honor Choir, Honor Band, and Crimson Music Camp are hosted by the Department of Music Education and are managed to a large extent by University of Alabama Music Education students, who bring highly qualified high school students, grades 9 through 12, to the University campus for a three-day event each fall. The Department advertises to high schools and makes specific efforts to recruit highly qualified minority students for participation in this event.

Each year the University of Alabama publishes information regarding auditions for the school and scholarship assistance. In addition to these designated days, special appointments are made that afford all interested students the opportunity to audition for entrance into the school. Minority graduates of our institution who are currently teaching in the field are encouraged to provide the names of highly qualified minority students who are targeted for contact by our faculty and students.

Recruitment of diverse students continues through such mechanisms as the McNair programs and recruiting visits to schools and school systems with large numbers of teachers and administrators of color.

The College has a standing Diversity Council, which deals with emerging issues and which has an active role in the interviewing process for all new faculty hires.

**Engineering, College of**


- The College of Engineering Strategic Plan has an objective to “Exceed national percentages for enrollment and graduation of students from historically underrepresented groups.”
- The College of Engineering continues to work to hire a diverse faculty. Each faculty position is advertised in the minority publication “Diverse Issues in Higher Education,” and each advertisement includes the following wording: “The University of Alabama is an Equal Opportunity Affirmative Action Employer. Women and minorities are strongly encouraged to apply.” Further, each faculty search committee includes an African American.
The College of Engineering requires new administrators – dean, associate deans, and department heads – to take the on-line harassment training offered by The University of Alabama.

Every piece of promotional material produced in the College of Engineering is sensitive to diversity issues. All photo shoots include males and females, Caucasians, African Americans, Asian and other students. Our promotional materials stress the fact that you can receive an excellent engineering education at a diverse liberal arts university.

The College of Engineering proudly supports professional organizations that help students in a variety of ways, including career networking and professional advising. The Society of Women Engineers, the National Society of Black Engineers, and the Society of Hispanic Professional Engineers have each contributed to the success of our students and communities. From career networking to charitable works, the students involved in these three organizations are not only becoming stellar engineers, but also learning to live as productive citizens of their communities. Further, diversity is encouraged within all student organizations.

The College of Engineering has continued to offer a dual-degree program with the University of West Alabama in Livingston. Students participating in the program receive a bachelor’s degree in mathematics from the University of West Alabama and an engineering bachelor’s degree from The University of Alabama. West Alabama’s student population is 49 percent minorities.

The National Society of Black Engineers provides tutoring for middle school students at a predominately African-American middle school in Tuscaloosa. The intent is to help develop science, technology, engineering, and mathematics skills of young African American students.

Graduate School
The Graduate School continues to communicate its emphasis on diversity as a strategic goal to enhance learning, attract excellent students and promote their success. We continue to implement two working goals that underpin all of our initiatives and are part of our formal mission statement: 1) Partner with colleges and departments to develop nationally prominent graduate programs that contribute to the University goal of being a first-tier, student-centered research university by enhancing UA’s scholarly, teaching, and service missions; and 2) Increase the size, quality, and diversity of the graduate student body and maximize opportunities for graduate student and graduate faculty development.

Action steps and accomplishments in achieving this goal include:
1. UA was recognized for its achievements in the number of graduate degrees awarded to African American and minority students. The magazine “Diverse” recognized UA as being 44th in the nation (according to 2015 data) among all institutions for African American doctoral degree production. Additional ranking and enrollment data include:
   a. In 2015 UA awarded 50 doctoral degrees (16.4% of all UA doctorates) to African American students.
   b. UA awarded 187 Master’s and Ed.S. degrees to African American students in 2015 (11.6% of all Master’s and Ed.S. degrees conferred).
   c. UA ranks 21st in Education doctorates awarded to African American students.
   d. UA ranks 32nd in Education doctorates awarded to minority students.
   e. UA ranks 40th in Business and Marketing doctorates awarded to African American students.
   f. Although the raw number of African American graduate students enrolled at UA dipped slightly from a record 684 in fall 2012 to 630 in fall 2015, an overall slight decrease in graduate student numbers from 4853 to 4516 in those same years meant that the percentage of African American students remained essentially unchanged from 2012 to 2015, at ca. 14%.
2. Graduate School hosted the 3rd annual Women in STEM Experience (WiSE) symposium in January 2016. This event attracted speakers and audience members (374 registrants) from across
the southeast. Nan Boden, Google’s director of engineering and a UA alum, gave the keynote speech, demonstrating the leadership role of women in STEM industries.

3. The Graduate School’s Tide Together mentoring program (mentoring for students from underrepresented groups) continues to be a nationally recognized mentoring program. Andrew Goodliffe presented on this program at The University of Maryland as a model initiative, as part of a national new faculty orientation program.

4. Funds were provided for five students from the African-American Graduate Student Association to attend the National Black Graduate Student Association annual meeting, present their work, and recruit new students.

5. UA is recognized as a leader in both enrollment and graduation of Southern Regional Education Board (SREB) Doctoral Scholars, with 35 Scholars currently enrolled, 99 total Scholars enrolled since the program’s inception in 1993, and 63 Scholar graduates, nearly all of whom are employed in positions utilizing their UA doctorates.

6. The Dean continues to authorize commitments of graduate fellowships as institutional support to help secure additional Fellowships funded by grant proposals submitted to the GAANN program and other federal granting agencies to increase enrollment of underrepresented students. For 2015-16, the Graduate School continued to work with the GAANN initiative, securing funds to support 1 Fellow.

7. **Honors College**

A major goal of the Honors College is to have its student body representative of the diversity of student population at The University of Alabama. A deliberate effort to represent this diversity is made in photos, videos, promotional materials and on-line publications utilized by the Honors College. The Honors College also ensures minority student representation in the selection of our Honors College Student Ambassadors and student office assistants. All posted employment positions follow the University’s guidelines in stressing the importance of a diverse applicant pool for faculty and staff positions. The Honors College Assembly, comprised of all students in the Honors College, has a Diversity Enhancement division devised to increase recruitment of high school minority students by increasing their awareness of opportunities to excel through the Honors College.

The Honors College is committed to improve the recruitment and retention of minority students admitted to the program. It is working with regional recruiters from the Admissions Office to target key schools and honors-eligible minority students as a component of its recruitment efforts. The Honors College is also working with the Black Student Union group and several fraternities and sororities on campus to tout the benefits of joining the Honors College in order to recruit honors-eligible minority students who are already on campus, but who yet not a member of the Honors College. The Honors College Recruitment efforts have been targeted this past year to improving our diverse student population. The Honors College continues to work closely with the Black Faculty and Staff group to identify and encourage students of color to join the Honors College; Our Recruitment team has identified five Alabama high schools which they will target with recruitment efforts aimed at qualified minority students; the Honors College has also developed a strong relationship with Restoration Academy in Birmingham, which is a Charter School serving high achieving minority students (recruited and enrolled 6 students in fall 2016 to UA Honors College). The Honors College is also actively exploring a partnership with regional community colleges to create a seamless transition from their honors programs to ours. Lawson State is the first pilot school we will be working with in the 2016-2017 Academic Year. The Honors College staff has diligently worked to transfer students into our College after their first semester; in the Spring of 2016, 177 students transferred into the Honors College and 44 of them were students of color; the staff was very encouraged by these numbers.

Although longitudinally the Honors College has vastly improved this category, we remain concerned and committed to improving the graduation rates of our minority students. The Honors College has enjoyed
steady increases in our graduation rates for minority students and have seen a dip in the graduating class of 2015. Support for the completion of Honors College graduation requirements remains a major priority and efforts to improve the rate of minority student graduation with Honors distinction are ongoing.

**Human Environmental Sciences, College of**
The mission the College of Human Environmental Science is to be a well-recognized leader in preparing students to impact lives of individuals and society. Efforts are made within the College to emphasize an inclusive network for all cultures and societies. The mission was developed by faculty and appears in all accreditation and program reviews, representing a public statement that the College’s programs are designed, implemented, and maintained for the benefit of everyone who embraces knowledge.

The HS department demonstrates its commitment to diversity in the department’s statements on Teaching Excellence, Research Productivity, and Service Commitment. In the Teaching Excellence statement, “Culturally Competent” is listed as an essential instructor characteristic. The Research Productivity statement lists “Involvement of Stakeholders” as an essential research value. This value emphasizes the value of involving representatives of all community members and cultures in the research process to identify community assets and needs to guide research priorities. In the Service Commitment statement, two service values are “Cultural Competency” and “Diversity.”

As stated in the CTD departmental program strategic plans, the mission statements for both Clothing and Textiles and Interior Design use inclusive language that creates the connection between the field of design and the quality of life for all people.

Students’ perceptions of the HDFS department’s commitment to diversity are included as an item on the National Survey of Student Engagement, administered to seniors.

**Law, School of**
The Law School’s Mission Statement identifies diversity as a core value of the school in the following language:

> Cultivating a community of students, faculty, and staff having diverse backgrounds and points of view, open to persons of any race, ethnicity, religion, gender, or sexual orientation.

Dean Brandon serves as the Law School’s principal spokesman for diversity through many of his speeches, programs, and fund-raising for organizational support. He also seeks diversity in his efforts to recruit outstanding students, faculty, and staff from a broad range of backgrounds and experiences. He insures that every significant program at the Law School considers diversity an important school value. Under longstanding Law School practice, the Dean each year informs the chair of each major law school committee about the Law School’s and the University’s diversity goals, and has charged each committee to seek diversity, where applicable. All of the committees have as part of their charge to pursue diversity in hiring pools, programming, faculty visitors, and speakers. The Dean has also communicated our commitment to diversity to the Admissions office, the entire faculty, and to various student organizations. He also regularly communicates the Law School’s commitment to diversity to external constituencies through his presentations, programs, and fundraising for organizational support, and to alumni. Over the past year, the Law School’s policies and efforts in achieving diversity were communicated to and reviewed by American Association of Law Schools, as part of a sabbatical inspection process.

**Nursing, College of**
The College’s new mission and vision are posted on each floor of the college and in the stairway. The strategic plan also appears on the college website and recruitment literature, and it is taught in the first semester student orientation program.

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The strategic plan of the Capstone College of Nursing revised its mission and vision statement. The most prominent changes in these revised statements are the expanded target from the state of Alabama, to include the nation and the world, and the emphasis on an inclusive environment. The CCN faculty and staff operationalize the concept of diversity by focusing on inclusivity. The recently revised CCN strategic plan includes six major goals, one of which is to increase diversity and inclusivity among faculty, staff and student populations.

**Social Work, School of**

Our commitment to diversity is communicated in a variety of formats including 1) materials and links posted on our website 2) our policy manuals and student handbooks 3) bulletin boards and posted materials in the school 4) prospective student admissions application and 5) faculty job postings. The brief examples below detail how we have communicated our commitment to diversity beyond what the University does as a whole.

**Website**
The vision and mission of the School of Social work reflects the importance of diversity to the social work profession. Our website not only details our mission, a link to the National Association of Social Workers (NASW) Code of Ethics is also posted on our website.

**The Mission of the University of Alabama School of Social Work**
The University Of Alabama School Of Social Work seeks to solve bio-psychosocial problems, improve individual and social conditions, and promote justice and human dignity through teaching, research, and service.

**The NASW Code of Ethics**
A link to the NASW Code of Ethics is posted on our website. The NASW Code of ethics includes numerous references to diversity and inclusion. A few examples are listed below:

“Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.”

“Ethical Standard 1.05 Cultural Competence and Social Diversity
(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.
(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.”

**Program Webpages**
BSW Program page on the website states “The program and its curriculum stress the value of diversity and the importance of the promotion of social and economic justice.”
The MSW Program welcome page reads “we seek to increase our student’s knowledge of social problems and their solutions, to improve social conditions of the state and beyond, and to promote social justice and human dignity for all people.”

The PhD Program page reads “More specifically, the program is designed to impart the following to its graduates: Understanding of the social, political, and philosophical issues affecting social work and social welfare, including issues of social justice, oppression, and equity.

Additionally, program objectives and student learning outcomes related to diversity are posted on the program webpages. The following is an example from the MSW Program’s webpage

Students will demonstrate the ability to:

• Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race religion, sex, and sexual orientation.
• Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Student Handbooks and the Faculty and Staff Policy Manual
In 1991, the faculty adopted the following cultural diversity statement, which is printed in our student handbooks and in our Faculty and Staff Policy Manual (the student handbooks are also available on our website).

As stated in the National Association of Social Workers Code of Ethics and consistent with the University of Alabama's Equal Opportunity Policy, we the faculty, staff, and students of the School of Social Work:

Advocate the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socioeconomic status.

Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the School of Social Work, The University of Alabama, our professions, and our community.

Affirm the value of soliciting and incorporating diversity into all aspects of our educational experiences, our profession, and our personal lives as one way to enrich our total life experience individually and collectively as members of a world community.

On October 27, 1993, the faculty promulgated a policy on inclusion of cultural diversity content in the curriculum. This statement is also included in the Faculty and Staff Policy Manual. This manual is posted on the School of Social Work’s internal share drive.

The faculty of the School of Social Work is committed to teaching, encouraging, and promoting an appreciation of human diversity including ethnic minorities of color, women, and other groups. The faculty is also committed to the prevention and elimination of discrimination and oppression directed toward these groups.

As a result, many courses in the BSW, MSW, and PhD, and continuing education programs currently include content and objectives, relevant to the course topic, designed to develop an appreciation of diversity and to building an understanding of and sensitivity to the special needs of ethnic minorities of color, women, and other groups, and the patterns and effects of discrimination and oppression directed toward them.
The faculty is committed to a continuous review of all courses to determine if and how this content can be incorporated appropriately into all courses in the School's curriculum. This review will be done by appropriate School committees.

**MSW Student Admissions Application**

All prospective MSW students are required to write a diversity essay for admission into the Master of Social Work Program. This requirement is posted on our website and is included in all recruitment materials.

“Draft a short essay regarding your experience with diversity, following the instructions provided below. Review your draft and edit and proof it as necessary until you are proud of your work. Your completed essay should be maximum of 1000 words, i.e., no more than the equivalent of three double-spaced pages, in 12-point font with 1 inch margins (single or double-spaced). When you are satisfied, submit your essay (http://graduate.ua.edu/application) or mail it to the School (the address follows item 9 of these instructions). If you submit your essay online, upload it under document type Essay Writing.

Please read the NASW Code of Ethics. You will note that it includes the following statement: “Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.” Discuss two experiences you have had that are relevant to individual differences and/or diversity. Faculty reviewers will consider both the content of your essay and your written communications skills.”

**Faculty Position Advertisement**

Commitment to diversity is also communicated in faculty recruiting materials. Additionally, scheduled meetings with the diversity committee are a part of the faculty interview process. During this meeting, all job candidates must be prepared to discuss their plans for including diversity and social justice in their research, teaching and service. The following was including in faculty postings for the 2015-2016 academic year. This posting was sent to national websites, listservs and posted and circulated at national conferences and meetings.

**Minimum Qualifications**

We are strongly invested in recruiting colleagues who, in their practice and research, demonstrate experience with, knowledge of and sensitivity to the needs of culturally diverse and underrepresented populations and communities. Applicants should have an interest and expertise in reaching our diverse student body through online education.

**Preferred Qualifications**

Applicants will be favorably considered who have the following experience: a beginning track record of grant writing and/or sponsored projects and demonstrated competence in teaching face-to-face and online. Although all substantive areas are open, we primarily seek applicants who have expertise in the following core BSW/MSW curriculum areas: generalist social work practice and macro policy and practice. We are especially interested in applicants who have expertise in the areas of interprofessional education, social justice & equality, health and health disparities, rural issues, international and military social work and veteran affairs.

**University Libraries**

All advertisements for faculty or professional staff positions contain a statement that the University of Alabama is an Equal Employment/Affirmative Action employer.

The University Libraries HR Officer meets with all search committees prior to faculty searches to reiterate the University’s commitment to diversity and to encourage the committee to strive for diverse pools from which to select successful candidates.
Several of the collections in Special Collections have themes directly related to minority interests, and these collections continue to grow. These include collections on the African American experience, as well as many original photographs, manuscripts and notes on the Native American experience in West Alabama, especially surrounding the Moundville archaeology site.

GOAL 2

Create and sustain an inviting, respectful, and inclusive campus environment that enhances awareness and appreciation of cultural and individual diversity, promotes community and tolerance, and prepares students for the global society in which they will live and work.

Action Steps:
1. The University will establish and/or maintain university-wide offices/positions/initiatives that provide leadership in providing opportunities for and/or promoting a diverse, inclusive and respectful campus environment.
2. The University will offer and publicize opportunities for students, faculty, and staff to learn about and participate in a variety of academic, cultural, and celebratory experiences that broaden the participants’ understanding of and appreciation for diversity and the emerging global society.
3. The University will offer and promote diversity, anti-discrimination and harassment training and training resources for members of the campus community.

OFFICE FOR ACADEMIC AFFAIRS UNITS

The Alabama Disabilities Advocacy Program (ADAP)
ADAP’s staff and services are enriched by the participation of students through clerkships, work/study, volunteers, and internships. All staff and students are required to take Preventing Sexual Harassment, Alive at 25, Child Protection Policy Sessions I and II, the UA Harassment Policy and Reporting Channels, Introduction to Hazard Communication: Right to Know, and the Hazard Communication: An Employee’s Right to Know on-line trainings, and to read and become familiar with ADAP’s policy and procedure manual. Students participate in a combination of activities which include monitoring of facilities, research and writing skills, individual case work, education and training on disability rights, special education issues, and public policy on behalf of people with disabilities.

Admissions, Office of Undergraduate
The Office of Undergraduate Admissions hosted or participated in several key events on campus in the community that help create, sustain and promote an inviting, respectful and inclusive campus environment. Examples of events are listed below:

- Co-hosted the Black Faculty Staff Association (BFSA) Open House during the Week of Welcome in August 2015. We’re committed to ensuring a connection between African American students and BFSA membership to improve the assimilation of first-time freshmen and incoming transfer students. This event serves an equally important second objective which is to provide a platform for these students to express perspectives on mutual issues and expose them to key faculty and administration that have the potential to advance their educational opportunities as well as develop important relationships with faculty/staff early in their time at UA.
• **Hosted an on-campus event for high school guidance counselors:** Guidance counselors from the Black Belt Region’s feeder schools were invited to campus, along with their spouses, for a recruitment event in April. Counselors and their guest were invited to sit in the President’s Box at the A-Day game. The following schools were invited: Holtville High School, Verbena High School, Ramsay High School, and Elmore County High School.

• **Kick-Start College:** Recruiter presented to the Kick-Start college program about admission requirements and interesting facts about the Capstone. This program is an annual orientation event tailored for local 8th graders in the Tuscaloosa community, and is designed to give the students insight into the academic and social atmosphere at UA. The Elliott Service Honor Society sponsors this event.

• **Hosted Alabama High School Counselor Drive-in:** Guidance counselors from around the state were invited to come to campus for a day-long exposure to the various academic offerings. Counselors visited with all the colleges, took a tour, and sat in on information session. Counselors from over 60 miles were invited to spend the night courtesy of UA and all were reimbursed mileage. Schools invited included Selma High School, Verbena High School and Vigor High School while Central Hayneville High School attended.

**Financial Aid**

In excess of 30% of Federal Work Study fund allocation is used toward community service activities. Federal regulations require the expenditure of not less than 7%, which places the University in the top 5% of institutional commitment to community service activities in the nation. These agencies, predominately United Way participants, offer services designed to meet the needs of our minority citizens. These agencies include Big Brothers Big Sisters, Boys and Girls Club, Whatley Health Center and YMCA. They are provided Federal Work Study student workers. Student Financial Aid supports the Center for Ethics & Social Responsibility by providing Federal Work Study student recipients that work with Focus First Vision Screenings and Tuscaloosa Pre K Initiative. The Office of Student Financial Aid presented financial aid information at the Accounting Career Awareness Program which is a program of The National Association of Black Accountants, Center for Advancement of Minority Accountants. The primary objective of the ACAP is to increase the number of high school students from underrepresented ethnic groups that attend college and major in accounting. Through ACAP’s efforts, students receive educational enrichment experiences and the practical help needed for college preparation and a career in accounting.

**Alabama Heritage**

We cultivate a cultural expectation within the unit that diversity will be encouraged and rewarded. We take field trips to expose the team—students included—to the state’s historical resources. We took the team to the Arkwright Historic Community, which includes sites of significance to African American and Native American populations. Two team members toured the Alabama Institute for the Deaf and Blind, in the early stages of creating an article on the institution’s history. A team member represented us on the Tuscaloosa Civil Rights Trail committee. Two represented us at the UNITY Media Summit on campus, which met to encourage and promote diversity in journalism and publishing. One actively worked with African American genealogists to further the goals of the Alabama Bicentennial Commission to digitize publications. Two African American women have joined the Alabama Heritage Foundation Board of Directors.

**Capstone International Program Center**

As stated above, the mission of the Capstone International Center is to initiate, promote, and support The University of Alabama’s international efforts on campus as well as throughout the state and the world. The Center, comprised of Education Abroad, International Services, and the English Language Institute, coordinates the University’s international endeavors, facilitates the development of a global perspective
campus-wide, and supports students, faculty, and staff in learning, teaching, research, service, and global outreach. More detailed information about the programs and services of the Center can be found on-line at http://international.ua.edu/.

Examples of initiatives designed to promote cultural understanding and to create and sustain an inviting and inclusive campus include numerous events offered in partnership with Tuscaloosa’s International Friends, an annual Cultural Retreat in conjunction with various institutions throughout the state, a Welcome Reception, the President’s Reception, various holiday parties, and events in conjunction with student organizations. On-going programming and events associated with the Center include:

- **International Coffee Hour**, a coffee hour event with food and occasional entertainment is hosted by International Services each week throughout the academic year in B.B. Comer Hall to facilitate building friendships and relationships between international and domestic students. For more information, see http://is.ua.edu/programs-activities/international-coffee-hour/;

- **Annual Sakura Festival**, an annual month-long festival, normally held during the month of March or April which celebrates Japanese culture and includes numerous activities throughout the community. See http://international.ua.edu/sakura/ for more information. The festival is held in partnership with the Japan America Society of Alabama, Tuscaloosa Sister Cities, and the Japanese Consulate in Atlanta.

- The **English Language Institute (ELI)**, provides a year-round, six-level Intensive English Program for nonnative speakers of English who need or want to improve their English language proficiency. The ELI’s Intensive English Program serves as a gateway for international students who wish to enroll in undergraduate or graduate degree programs at UA. The ELI also offers customized group programs for students and/or professionals who have specialized needs. Both of these programs offered by the English Language Institute serve to attract and recruit international students to UA, which in turn greatly enhances all types of diversity on this campus—national, linguistic, religious, racial, and cultural. The ELI brings the world to UA. For more information about the ELI, see www.eli.ua.edu.

- **Education Abroad** is continually seeking to establish faculty-led study abroad initiatives for colleges whose students are typically underrepresented in study abroad. As additional students have study abroad experiences, the number of students with an awareness and appreciation of cultural diversity will increase. These students will also be better prepared for our global society. The percentage of minority students participating in study abroad during the academic year 2015-2016 was 12% (an increase from last year’s 9.5%).

- **Global Café**, over the last year, the Capstone International Center has continued its partnership with the Center for Community-Based Partnerships (CCBP) and various other campus and community partners to support the Global Café. This initiative brings together international members of the local community, UA’s international students, and domestic community members and students to learn about each other in a comfortable and relaxed setting. Community nights, language learning, and game nights are part of the offerings.

- **International Education Week** is held each November. The Capstone International Center partners with various colleges and units across campus to sponsor a variety of activities concerning international issues and topics. In November of 2015, we sponsored a showing of the documentary “I Learn America,” a film following the experiences of and challenges to five new American students as they enter a U.S. high school. The showing was followed by a guided discussion by College of Education faculty.

This year we introduced CIP 202: Introduction to Global Studies – Experiential Learning. CIP 202, is one of UA’s inaugural Certified Experiential Learning Opportunities. The course includes a hands-on active approach to meeting its learning objectives and outcomes of increasing cultural competency and international awareness. Students in this course meet regularly with international students enrolled at
UA’s English Language Institute. Students in this course put together an Intercultural Experience Showcase at the end of each semester.

- **English Language Institute**: The English Language Institute (ELI) provides a year-round, six-level Intensive English Program for nonnative speakers of English who need or want to improve their English language proficiency. The ELI’s Intensive English Program serves as a gateway for international students who wish to enroll in undergraduate or graduate degree programs at UA. The ELI also offers customized group programs for students and/or professionals who have specialized needs. Both of these programs offered by the English Language Institute serve to attract and recruit international students to UA, which in turn greatly enhances all types of diversity on this campus—national, linguistic, religious, racial, and cultural. For more information about the ELI program, see [www.eli.ua.edu](http://www.eli.ua.edu).

- **Center for Academic Success**
  
  **Programs**
  
  The Center for Academic Success serves as the home of the *Student Support Services Trio Program*. Designed to assist first generation college students; students with limited incomes and/or students with disabilities; the SSS Trio Program provides individualized support services to undergraduate students to increase student persistence, graduation rates and help students grow personally, academically, and professionally. The program has as a core component; students involvement in cultural experiences to enhance increase students awareness of the diversity in the university and Tuscaloosa community. Activities offered in the 2015-2016 academic year included:
  
  - **African American Heritage Tour**: This program presents a concise socio-historical and interactive “walking travelogue” through major sites of African American history, culture, and presence on the campus of The University of Alabama.
  
  - **Annual Lunafest Film Festival**: Sponsored by UA’s Women and Gender Resource Center, this film series is designed to raise awareness about women’s issues and provide opportunities for students and staff to meet and speak with members of both the UA and Tuscaloosa communities to broaden their knowledge of and share their experiences with women’s issues.

  **Program Partnerships**
  
  - In 2015-2016 staff members in the Center for Academic Success continued the partnership established in 2012-2013 with staff in the UA College of Community Health Sciences, a branch of the University Of Alabama School Of Medicine to provide academic support for the *Rural Health Scholars Program*. The Rural Health Scholars live on the UA campus during a 5-week summer program prior to their senior year. Chosen based on academic achievement and interest in rural health care, these outstanding high school juniors from rural areas take two courses for college credit (English and chemistry) and participate in field trips and lectures related to rural health careers.
  
  - The Center for Academic Success maintains a partnership with the Office of Disability Services; providing individual tutorial sessions and support to accommodate the needs of students.
  
  - In 2015-2016 staff members in the Center for Academic Success continued the partnership established in 2012-2013 with staff in the *Alabama Reach Program*, providing academic assistance and workshops to high school foster youth visiting campus as part of their summer program.
  
  - Staff members in the Center for Academic Success continued the partnership established in 2012-2013 with staff members working with *Early College*. Each summer *Early College* invites participants to campus for the summer. Staff members at the Center for Academic Success provide academic support assistance and workshops to high school juniors and seniors who are enrolled in college course work at UA.
In June of 2015 the Center for Academic Success provided assistance to Restoration Academy of Fairfield, Alabama. Restoration Academy holds a summer camp which provides underserved high school juniors information on what it takes to be successful in college. The assistance CAS staff provided was in the form of ACT test preparation workshops and ACT practice tests.

**Academic Courses for Students**

During the 2015-2016 academic year, 215 first-year students were exposed to the concepts of diversity through BCE 101 courses. Developed by staff members in the Center for Academic Success, BCE 101 is a 2-hour designed for first-year students that serves as an introduction to higher education and The University of Alabama in particular. Topics covered in the course include time management, learning styles, reading textbooks, taking notes, preparing for tests, getting along with faculty, becoming involved on campus, career planning, communication skills, money management and diversity. The textbook utilized in the course, *UA Fundamentals, 7th* edition was revised in the spring of 2014 includes significant edits to the diversity chapter. The updated chapter, titled *Understanding Differences*, takes a broad look at the topic of diversity and introduces students to such topics as *culture, dominant culture,* and *social identity*. An assessment included in the chapter allows students to measure their intercultural sensitivity as they are encouraged to examine their own attitudes towards people from different backgrounds.

New 222, (265 students enrolled in fall 2015) a course developed by staff members in the Center for Academic Success and taken by many first year students utilize the text *Becoming a Master Student* by Dave Ellis. The current 15th edition of the textbook and course content includes a chapter and exercises that address topics of diversity such as: *Confronting stereotypes, building relationships across cultures, preventing cyberbullying, dealing with sexism and sexual harassment, students with disabilities.*

**Center for Ethics & Social Responsibility**

The Center for Ethics & Social Responsibility was established in 2005 to assist students in developing a distinctive definition of moral and civic maturity, making the values and skills of citizenship a hallmark of a University of Alabama education. CESR meets this goal by linking curriculum, campus culture, and community service in ways that allow students to both serve and reflect on their obligations toward other citizens. Since its inception, the Center has developed several initiatives that enhance awareness and appreciation of cultural and individual diversity, as well as prepare students for the global society.

- **Moral Forum** is traditionally organized around the analysis of one controversial “moral” resolution, with the course culminating in a debate tournament. In Fall 2015, students researched the following resolution: “In order to be a more moral society, our federal and state governments should continue to be permitted to utilize the death penalty in cases of first-degree murder with aggravating factors.” The three-week Tenth Annual Moral Forum Tournament was held at the UA School of Law, the Ferguson Center, and Lloyd with the support of 60 volunteer judges including law students, graduate and undergraduate students, faculty and staff from across campus, and community members. In front of a Ferguson Center audience of more than 300, a total of $7,000 in Center for Ethics & Social Responsibility scholarships were distributed on the final night.

- **Documenting Justice** teaches students to use film to document and analyze the many dimensions of culture and social experience and, in so doing, encourages empathy and awareness of diversity through extensive observation of individuals outside the students’ normal sphere. Working in pairs, students create documentaries focusing on issues of concern in Alabama. The 2015-2016 Documenting Justice class produced films exploring: A reflection on the life of Larkway Gardens, an apartment complex in Birmingham’s West End neighborhood, and the circumstances that led to its ultimate demise; Revisiting the experiences of volunteers during the early years of the HIV/AIDS epidemic, all of whom still serve today at the various Birmingham HIV/AIDS Organizations that their early work helped create; A story of people and a park; Struggling against time, nostalgia, and a deteriorating home, a daughter seeks balance between her heritage.
and her future on her family’s land; A film about preservation, loss, and family heritage, three 
granddaughters and their close family friend reflect on the legacy of “Ma’Cille” House and the 
museum she created from 1954-1994 in Pickens County, Alabama. More than 700 UA students 
and faculty members and business and community leaders attended the 2016 Documenting 
Justice screening.

- **Tuscaloosa Pre-K Initiative** is a visionary partnership that involves undergraduate and graduate 
  students in providing high-quality, comprehensive programming that focuses on the development 
of academically at-risk pre-K children and their families. Through collaboration among the City 
of Tuscaloosa, The University of Alabama, and members of the Tuscaloosa business community, 
the Tuscaloosa Pre-K Initiative engages city school system administrators and educators, as well 
as UA faculty, staff and students, to offer health and education services. During the 2015-2016 
academic year, more than 13 UA students volunteered and worked in Tuscaloosa Pre-K 
classrooms, and several UA classes partnered with the Tuscaloosa Pre-K Initiative in a service- 
learning aspect. They include: SPE 100: Exceptional Lives in Society; MUS 180: Introduction to 
Music Therapy; and MUS 282 Music Therapy Practicum. Over 330 health screenings were 
performed during the 2015-2016 academic year and were expanded to include partnerships with 
the Capstone College of Nursing, the UA Pre-Optometry Society, UA School of Medicine, and 
the Tuscaloosa Family Medicine Residency program. Health problems including heart murmurs, 
high blood pressure, and a possible case of juvenile diabetes have been detected throughout the 
years of offering health screenings to the Pre-K children.

- **SaveFirst** provides tax-preparation and financial-literacy training to UA students, who then serve 
working-class families through free tax preparation and educational seminars. In 2016, more than 
137 UA students worked at 13 free tax preparation sites across the state to prepare more than 
6,400 returns for working Alabama families – helping them to secure $12.75 million in tax 
refunds and saving them over $2.5 million in commercial-tax-preparation fees. UA students 
helped launch a new virtual model of tax preparation to serve smaller communities in need, 
including Greenville and Selma. More than 60 of these students enrolled in a service-learning 
course, *Poverty, Faith and Justice in America*, in which students were introduced to the concepts 
of justice and obligation in various faith traditions and discussed issues faced by the working 
poor, perceptions and misperceptions of those living in poverty, and current policies affecting 
lower-income families and individuals. Further, the course explored the ways faith can affect our 
response to poverty.

- **SpeakFirst** aims to reinvigorate Birmingham’s inner-city youth by engaging them in a 
competitive, multidisciplinary debate program enhanced by a comprehensive learning experience 
that includes standardized test preparation, summer internships, and admissions and scholarship 
guidance from college counselors across the state. As they sharpen their debating skills, students 
also improve vocabulary, critical thinking, speaking ability, and language and study skills. Each 
aspect of the SpeakFirst program responds to critical needs in low-income communities. In the 
fall of 2007, The University of Alabama announced a new partnership with the SpeakFirst debate 
team. UA agreed to provide, in perpetuity, Birmingham students completing at least three years 
of the SpeakFirst Program with full, four-year, academic scholarships, including tuition and 
fees. These scholarships cover approximately $30,000 of costs for each student over a four-year 
period.

- **FocusFirst**, a partnership between CESR and Impact Alabama, aims to provide a cost-effective 
response to vision-care problems of children who live in urban and rural poverty in Alabama. In 
keeping with this mission, undergraduate and graduate students strive to ensure children ages six 
months to five years in Head Starts and lower-income daycares are screened for vision problems 
and receive appropriate diagnoses and follow-up care. UA continues to be the leading participant 
in statewide screening efforts. Over 70 UA students participated in screenings across four 
counties during the 2015-16 academic year, reaching more than 1,600 children. A potential 
vision problem was detected in approximately 11 percent of those children.
**Every Move Counts: A Chess in Education Project** is a service-learning initiative that focuses on improving math, reading, critical thinking, and analytical skills of school-age children through chess. The nationally unique course examines the use of chess in progressive education reform efforts across the country and investigates the academic and social benefits the game holds for children. In addition to class discussions and coursework, students develop lesson plans and spend at least two hours per week teaching children chess in public schools. The program has grown exponentially since Spring 2010, when three UA students taught chess to 12 sixth graders at Tuscaloosa Magnet Middle School. During the 2015-2016 school year, 88 UA students taught chess to approximately 200 second through 12th graders from eight Tuscaloosa City Schools in once- or twice-weekly classes. During the Fall 2015 semester, UA students organized a chess tournament at the Tuscaloosa Magnet School for children in the EMC program and throughout the Tuscaloosa area. In the spring semester, UA students planned two chess festivals for children who completed a year with EMC at Tuscaloosa Magnet Schools and The Alberta School of Performing Arts. These events are held annually for children that participate in our program to celebrate their achievements. Approximately 20 student return to the program each semester, serving as lead volunteers or course facilitators who help oversee new students and coordinate the initiative.

**CollegeFirst: An Advanced Placement Mentoring Initiative** trains college students to implement a Pre-AP summer academic enrichment program for high-school students. The CollegeFirst Summer Academic Institute for Math and Science supports the belief that all willing and academically motivated high-school students deserve an opportunity to succeed in rigorous, college-level experiences and the advantages they bring. This service-learning course partners college students with Pre-AP high-school students for three weeks of tutoring during June. UA students spend an initial week learning how to be instructors/tutors, and examining and discussing issues related to educational disparities and creative education reform initiatives. The following three weeks are spent tutoring high-school students planning to take AP calculus, chemistry or biology in the upcoming school year. Most of these high-school students are minorities attending under-served schools. At the end of the course, college students prepare a written reflection connecting issues raised in the classroom with their experience in the community. In 2015, 42 University of Alabama students working in Tuscaloosa, Birmingham and Huntsville led 181 rising high school sophomores, juniors, and seniors through three weeks of demanding academic curriculum.

**Service Learning** promotes awareness of diversity through exposure to community organizations as part of an academic course, which both enhances academic goals and applies scholarly learning to salient community issues. The CESR has undertaken a variety of projects to help better equip faculty members to develop a comprehensive service-learning effort at UA, including the establishment of a UA Service-Learning Course Directory, administration of a web-based course management database (Service Learning Pro), an annual Faculty Fellows in Service-Learning Program, and a magazine highlighting unique service-learning opportunities at UA.

**Minor in Civic Engagement and Leadership**, co-sponsored by CESR, is structured around foundation courses in the Department of Philosophy and the New College Program. It also includes elective courses in concentration areas such as international leadership or globalization, Alabama politics and development, human relations, conflict resolution, and organizational leadership.

**Creative Campus**
The interns become part of a team made up of students from across disciplines with interests, talents, and backgrounds different from their own. They learn how to rely upon each other. This internship gives them an opportunity to explore being a leader, innovator, organizer, communicator, and collaborator—all roles that are critical to any organization.
Interns learn to work with a diverse group to see a project through from start to finish and what it truly means to multi-task. Through Creative Campus, they become a part of something much bigger than themselves or even the university. As an intern they have the unique opportunity to become connected to the entire Tuscaloosa community, but also make an impact on a national level.

Using surveys to measure the internship experience, students were asked to rate their willingness to listen patiently to a different point of view from their own at the start and end of their internship. 79.31% rated themselves 79.31% rated themselves either a 4 or 5 out of 5 at the start of the internship and 100% rated themselves either a 4 or 5 out of 5 at the end of the internship.

Our interns do interdisciplinary work and develop skills that allow them to fuse together multiple arts, sciences, cultures, and talents. The insights they gain from interning helps them appreciate the art of collaboration, cultural and individual diversity, and learn how to make things happen both within the walls of Maxwell (our home) and outside of them across the UA campus and the Tuscaloosa community. The experience gives these students the necessary tools to become a voice for the cultural arts and turn ideas into action. While learning how to delegate and balance workload, they enhance valuable skills and become immersed in the process.

Examples of some of the projects completed during the 2015-16 academic year include: *Nights at Maxwell: Meditation & Mindfulness* was an open house event where Hank Lazer presented the art of zen and meditation as well as a brief meditation session. Lazer’s meditation dates back years and he has taught a course on Zen Buddhism and Radical Approaches to the Arts.

*Bodies on Display*, an exploration of love intimacy, violence, and the black queer body was performed by Hill L. Waters as part of the Discerning Diverse Voices Symposium. Hill L. Waters, a partnership birthed by scholar-artists, Durell M. Callier and Dominique C. Hill, debuted a full performance of “Bodies on Display: An Exploration of Love, Intimacy, Violence and the Black Queer Body.” This production was the keynote performance of the Discerning Diverse Voices Symposium on Diversity, hosted by the College of Communication and Information Sciences.

Before Hill L. Waters’ performance, there was a pre-keynote panel featuring Amanda Bennett, Elliot Spillers, A. J. James and Patrick Maddox, the students and director/filmmaker of the “How Does It Feel to Be a Problem” UA video. Hill L. Waters was sponsored by the Department of Communication Studies, the College of Communication and Information Sciences, Creative Campus, the Department of Gender and Race Studies, Women’s and Gender Resource Center and University Programs. Hill L. Waters also presented and engaged with Creative Campus interns in Maxwell Hall as a part of their residency on campus.

During *ARTifacts: The Art of Chinese Calligraphy* participants discovered the art of Chinese Calligraphy with Yuanquin Holman, in celebration of Chinese New Year. Holman is an educator as part of the Chinese Sisterhood of Tuscaloosa and works in conjunction with the Heart Touch Foundation, which seeks to “provide a unique opportunity to support the development of cultural awareness”.

Creative Campus hosted *ARTifacts: Japanese Bookbinding*, an event where participants discovered the art of Japanese bookbinding and learned about the history behind the Japanese the process. They created their own book, using the Japanese process of sewing the book spine together. Amy Pirkle, who teaches multiple courses at the University of Alabama about book arts and the history of books and paper, partnered with Creative Campus to help make this beautiful art-form available to all students on campus through this event.
Norman Fischer presented his work and lead talks on Buddhism, religion, mindfulness and spirituality, during his visit to The University of Alabama. Fischer presented his writings and lead meditation sessions and discussions about mindfulness, spirituality and the teachings of Zen Buddhism. There was also an event premiering Fischer’s newest book Experience: Thinking, Writing, Language and Religion which was published by the University of Alabama Press in December 2015. Fischer’s visit was a result of a collaboration between the Office for Academic Affairs, Creative Campus, the Blount Undergraduate Initiative, the University of Alabama Press, the University of Alabama English Department, Crossroads, New College, Hillel, and Creative Writing.

Creative Campus hosted a Directed By Women film screening, #DirectedByWomen viewing of Stories We Tell. This event was Creative Campus’s contribution to the nation-wide “#DirectedbyWomen” campaign; it was used to challenge the public’s perception of female directors, as well as to celebrate female directors’ contributions to the film industry. The film shown at the event was 29-award-winning documentary Stories We Tell, directed by Sarah Polley. Also on display was a “Guess the director” wall, where participants discovered their own assumptions about women and directors by guessing the gender of the directors of various famous films. Both the wall and the movie challenged the stereotypes surrounding female directors and the types of movies they are expected to make.

Creative Campus partnered with The University of Alabama Student Government Association, the White House, the National Campus Leadership Council, UA College of Communication and Information Sciences and several student leaders across campus to create an anti-sexual assault video based on the “It’s On Us” campaign. This video encouraged UA students to take the pledge to end sexual assault on campus and beyond.

Art in the Park was a day of hands on arts workshops designed for children, taught by University of Alabama students and attended by approximately 500 community members. Attendees were taught skills such as hip-hop dance printmaking, and music while also learning about art history and poetry. During this event, participants worked together to produce a collaborative art piece. Marketing to promote this event reached far into the community including elementary schools and pre-k programs, as well as multiple businesses, churches, and after school groups.

Creative Campus interns and staff participated in UA Safe Zone Training and multiple staff members are Safe Zone allies. Because this training was informative and beneficial in furthering respect and understanding among our students and staff as well as helpful toward the planning of all-inclusive events and activities, Creative Campus intends to repeat this training with interns each year. Creative Campus also hosted Jo Badgett, MA student in the TCF Department, in a discussion about gender identity and preferred pronouns.

Disability Services, Office of
To meet Goal 2, it is imperative that faculty, staff, and students understand why services are provided to students with disabilities. One need only look at the Mission Statement to find this: “The Office of Disability Services (ODS) serves as the central contact point for students with disabilities to provide a physically and educationally accessible University environment that ensures an individual is viewed on the basis of ability, not disability. ODS works individually with students to determine appropriate and reasonable academic accommodations, and to ensure that students’ academic performance is evaluated apart from the limiting effects of disability.

Our website explains how we help to create a respectful and inclusive campus environment.

- “Providing reasonable and appropriate accommodations in the classroom is a collaborative process between the student, the UA faculty, and ODS.”
“Accommodations are provided to adjust for the limitations presented by a student’s disability, while maintaining the academic integrity of UA programs of study. They do not involve any lowering of standards of performance.” Requiring the same quantity and quality of work from students with disabilities as is required of students who do not have disabilities is the only way to ensure that our students are ready for the challenges ahead of them in the working world.

Responsibilities of students (http://ods.ua.edu/responsibilities/) and faculty (http://ods.ua.edu/facultystaff/) are explained on the ODS website.

Equal Opportunity Programs

The Office of Equal Opportunity Programs facilitated and participated in the webinars, workshops and discussion groups to provide training to the campus on equal opportunity, prevention of illegal discrimination and harassment, and affirmative action/diversity. The training sessions included designated EO coordinators in the various colleges and administrative units, as well as administrators, managers, supervisors and others responsible for implementation of the University’s equal opportunity and affirmative action policies. Training on equal opportunity, nondiscrimination, harassment, disability and diversity included the following sessions:

1) Harassment Prevention
2) Child Protection Policy
3) Tips, Tools and Expert Advice for Title IX Coordinators,” a virtual workshop presented by CUPA-HR
4) “Title IX and the LGBTQ+ Community on your Campus,” a virtual workshop presented by Academic Impressions

University Compliance Officer/Director served as a member of the Campus Accessibility Team (includes representatives from University Facilities, the Office of Disability Services, Transportation, Office of Information Technology, Center for Instructional Technology, Housing and Residential Communities, Athletics and the Office of Counsel) that conducted assessments of campus facilities for ADA compliance and prioritized planned improvements. Activities included reviewing the Campus Accessibility Map for updates on location of accessible buildings, passages, and parking; prioritizing identified campus accessibility projects; and surveying, reviewing and facilitating solutions to accessibility issues on campus.

Instructional Technology, Center for

The Center for Instructional Technology manages the Emerging Technology and Accessibility unit, initially consisting of a full-time director and student assistants, in order to focus on the University’s accessibility planning and awareness efforts. CIT created a position in the Faculty Resource Center with the expectation that the individual would also assist with CIT’s accessibility efforts. Approximately one-quarter of this staff member’s time was spent on accessibility planning and/or workshops during the past year. Technology Accessibility Specialist, Kim Camp Smalley, has joined the CIT team and, as a part of UA’s web community, is serving as trainer and leader for web accessibility technical needs. An Accessibility Management Platform (AMP) was selected and procured for 3-year contract to allow UA community to evaluate, learn about, and report on web accessibility status. Rollout by CIT’s Emerging Technology and Accessibility unit is on schedule and training opportunities will continue. AMP training sessions, attended by more than 50 UA web professionals, were held in spring 2016. ETA audit of campus web sites is underway, as is development of campus web team plans for meeting accessibility guidelines. Student workers hired to assist with accessibility evaluation and remediation, including students with disabilities.

Additionally, CIT hosted or led more than 40 educational or awareness-raising events for campus groups in the 2015-2016 report year, including the following initiatives:

- CIT presented at the Association of Higher Education And Disability virtual conference sessions.
• CIT staff sat on the Communication and Information Sciences Diversity symposium panel on UA technology accessibility efforts that can help persons who are deaf or hard of hearing.
• Higher Education Web Professionals Regional Conference presentations, attended by many UA web professionals and others from across the Southeast.
• CIT has presented technology accessibility information to University of Alabama Digital Humanities Center and Libraries faculty, Campus Communicators Network, Campus-wide IT Committee, College of Education faculty and technology group, College of Nursing Faculty, Communication Studies faculty and graduate students, Continuing Studies faculty/staff, Council of Assistant and Associate Deans, Deans and VPs, Student Affairs staff, Technology and Learning Committee, WebTide, several UA courses, and other UA departments or programs.

CIT supports University-wide diversity initiatives by providing technology solutions. The Emerging Technology and Accessibility assists in the management of a campus-wide license for ZoomText, a screen magnification software, and its implementation. CIT Multimedia Services supports websites for departments or organizations whose mission is promoting diversity. These include Capstone Alliance, SafeZone, BlackBELT 100 Lenses, Black Faculty & Staff Association, Center for Mental Health and Aging, Capstone International, and Rural Community College Alliance. Additionally, CIT Audio/Visual Solutions consistently adheres to ADA code when installing audio/visual systems, including but not limited to, assistive listening devices for individuals with hearing impairments, as well as height adjustable podiums in all new and upgraded rooms to enable users to raise or lower to a comfortable height.

CIT is a sponsor for the Lavender Graduation, an annual ceremony held to honor the accomplishments of lesbian, gay, bisexual, transgender, queer, asexual, and allied students at The University of Alabama. CIT Multimedia Services provides video recording and editing services at no cost.

CIT, in conjunction with the UA Safe Zone program, provided content to the University wide safe zone training to include physical safety support services included in the UA App managed by CIT. These features include the “emergency” and “guardian” features that allow students, staff, and faculty greater access to safety resources on campus.

CIT staff are involved in University organizations promoting diversity. Christina Frantom is a board member for Safe Zone and Rachel Thompson is a member of DEAF Hands Speak, a student organization devoted to Deaf culture and advocacy. Miyoshi Juergensen is a member of Black Faculty and Staff Association. Christina and Miyoshi are scheduled to teach at the 2016 Map Summer Camp, a program targeted to at risk youth. CIT staff members are also scheduled to host a table at the UA Graduate School’s GROW event in August 2016 to launch a pilot of the CIT’s new LIT initiative, an instructional technology mentoring program targeting graduate students of color.

On June 29, 2015 CIT sponsored “TRANSitioning the Workplace”, a Diversity Lunch & Learn session on the topic of creating safe places for people of all races, ages, religions, and gender identifications. On August 7, 2015 Janice Palmer, Workforce Development Specialist from UA Human Resources, presented a workshop on Diversity in the Workplace to CIT staff members.

**Museums, University**

*Alabama Museum of Natural History*

Through the work of the museum’s AmeriCorps VISTA, the Alabama Museum of Natural History (AMNH) targeted the Hispanic community in Tuscaloosa County and reached over 80 members of Hispanic families with Spanish language programs created in conjunction with the UA Department of Modern Languages and Classics.
In partnership with the Tuscaloosa Public Library, AMNH reached over 100 members of underserved schools through the GeoTech Lab, a technology lab for teens, to increase technology and natural history related programming in these areas. AMNH also participated in several library summer reading programs in underserved communities to bring science education programming to these populations.

*Moundville Archaeological Park*
Since 1939, Moundville Archaeological Park (MAP) has preserved the history and legacy of one of the largest Native American cities occupied during the Mississippian Period. To promote this heritage and the contemporary cultures of Moundville’s descendant communities, an annual fall Native American Festival is held at MAP, providing a number of opportunities for UA students to assume leadership roles in running this celebration of cultural diversity. Among the hundreds of volunteers contributing to the festival are many members from the UA Student Engineers in Action and Anthropology clubs. Many of these UA student volunteers work directly alongside members of multiple Native American tribes from Alabama and Oklahoma.

The Moundville Native American Festival (MNAF) has become one of the most important regional events for promoting the culture and heritage of Southeastern Native American tribes. More than 8,000 schoolchildren and 13,000 total visitors including UA students, faculty, and staff, attend the Festival annually. More than 300 Native Americans also attend the festival as dancers, musicians, storytellers, demonstrators, living history actors, presenters, exhibitors, and vendors. The Festival draws its visitors from throughout Alabama and the Southeast.

*Gorgas House Museum*
The Gorgas House Museum interprets the history of The University of Alabama campus in an inclusive and diverse way, showcasing different narratives and perspectives on our shared past so that all may find their history within the stories of the University. During the 2015-2016 academic year, new programming and exhibitions were added to advance that goal. The 2nd Annual Living History Festival (April 2016) was redeveloped to highlight historical diversity on campus. The event featured costumed interpreters at both the Gorgas House and the Alabama Museum of Natural History portraying individuals from the University’s past, and a walking tour of the campus’ African American history. As an alternative to the walking tour, a bus tour of the same area was provided for those who could not walk so as to make the learning experience available to people with different mobilities.

The Gorgas House Museum’s student workers and volunteers designed an exhibit, presented from April through August which featured often-overlooked stories of African Americans from the antebellum history of the campus. In December of 2015 the UA students in Professor Sharony Green’s Nineteenth Century City class developed an exhibit around the history of women’s education at the University and in the state in the 1800s. The Gorgas House Museum also participated in the 2016 International Education week and hosted Tai Chi and Yoga classes on the lawn to encourage awareness of other cultures and practices.

*Office of Archaeological Research*
In 2016, the Office of Archaeological Research (OAR) continued expanding its efforts in the US Virgin Islands and Cuba while promoting outreach in some of Alabama’s poorest counties. Our partnerships with Federally recognized Native American Tribes included the continued support of a PhD candidate in Anthropology funded by the Muscogee Creek Nation. The student’s research has been directed by a joint effort of the chair of Anthropology, Ian Brown, and Deputy Director of OAR, Eugene Futato. His research focuses on providing new information and expanding the understanding of the Muscogee homeland in the Coosa and Tennessee Valleys.
OAR relationships with tribes resulted in two tribal consultations; one in Tulsa, Oklahoma for the Federal Highway Administration and the other in Tuscaloosa and Moundville for the Tennessee Valley Authority (TVA). The TVA consultation was unusual in that it served as an opportunity for many of the tribes’ traditional practitioners and Tribal Historic Preservation Officers to interact with artifacts excavated from prehistoric sites in the Tennessee Valley in the mid-twentieth century. To many, it was a religious experience that allowed them to commune with their ancestor’s ceremonial and sacred objects. Staff members Kristen Koors, Bouran Mozayen, and Shane Lollar organized and provided support for the diverse group of visiting tribal dignitaries and representatives of TVA.

OAR is also working with the US Virgin Islands State Historic Preservation Officer to develop the State Historic Preservation Plan for St. Thomas, St. John, and St. Croix. This effort will establish the goals for preservation and community involvement in historic properties research and protection for the next five years. Brooke Persons and Carlos Solis are working closely with multiple agencies and historic preservation committees to establish a program that focuses on the historic diversity of Virgin Islanders. From prehistoric migrations of people from South and Central America, to depopulation of the islands’ indigenous Carib and Taíno groups by Spanish slave raiders, to the introduction of West African enslaved peoples; Dutch, Spanish, French, and British colonialism; to the purchase of the islands in 1917 by the United States, the islands are home to an incredible range of peoples and cultures. The eventual goal is to create partnerships with the University of the Virgin Islands to promote cultural resource management and historic properties studies.

Brooke Persons has established a collaborative partnership with the University of Holguin in Cuba that continues a relationship begun during her graduate research at UA. The University of Alabama Museums is working with the University of Holguin to establish projects of mutual benefit that will promote international opportunities for students and academic research at both institutions.

Registrar’s Office
The OUR provides and encourages staff development by providing opportunities to learn and engage with the diverse campus at the University. Through access to Skillport, employees are encouraged to engage with and further advance their professional development skills. Completion of diversity trainings and involvement in diversity workshops at the University are encouraged. This has increased awareness, appreciation, reflection, and competency in understanding differences between religion, social class, sexual orientation, gender identity and expression, race, ethnicity, and disability. This has also improved interactions between staff, students, and members of the campus community. The OUR will continue its commitment to providing opportunities for diversity training. Specifically focusing on continued involvement with Safe Zone and Safe Harbor training, training on student veterans, international students, disability services, and participation in intercultural engagement workshops.

In addition to providing a diverse staff development plan, the OUR strives to provide an inclusive campus environment for all members of the University. For example, students are able to align their identity with their university record. Furthermore, students are able to designate a preferred first name (other than their legally assigned first name) and designate their pronoun through the self-service student information system. This year, the OUR updated and added the addition of a gender neutral pronoun (they) to allow all students, faculty, and staff the ability to express and designate their identity. Students designated first name will show in the place of their legal name through all self-service portals and their pronoun is visible on the class and advisee rosters.
VICE PRESIDENTS

Advancement
All staff participates in annual anti-discrimination and anti-harassment (mandatory) training. Beth Howard is UA’s Title IX coordinator and serves as a resource person for Advancement and all of UA on matters of policy, etc. related to diversity, inclusion, and reporting.
In addition, creating a diverse and welcoming environment among our alumni ranks as a priority as well. The National Alumni Association is assisting in the reformation of The University of Alabama Black Alumni Association (BAA). Not only is the NAA assisting the BAA’s leadership in structuring the organization, it is also providing limited financial assistance. The NAA is working closely with the organization to support homecoming reunion events. The BAA leadership is requiring all members to also be active members of the NAA, which will treat the organization as an affiliated entity. The NAA hopes to work in tandem with the BAA to engage African-American alumni and demonstrate that African-Americans, and all minorities, make up an integral part of the NAA membership.

Community Affairs
Examples of fulfillment of this goal follow:

- **Excellence in Community Engagement Recognition.** At the annual Excellence in Community Engagement Awards program, a diverse group of innovators from the community and the university were recognized for their outstanding leadership and commitment to community engagement. CCBP’s annual recognition ceremony honors faculty, staff, and community partners for their contributions to the scholarship of engagement. The outstanding student employee, Tera “CeeCee” Johnson, was recognized with the Zachary David Dodson Memorial Endowed Scholarship. Recognition is given to students, faculty and community leaders who have been selected to receive seed grants, travel funds, and fellowships to continue bolster their research agendas. These projects include services to schools, medical institutions, government, religious groups, and others. In this way, The University of Alabama recognizes outstanding scholarship while building community.

- **Parent Teacher Leadership Academy (PTLA).** In partnership with UA’s Colleges of Education and Human Environmental Sciences and five school districts, the Division of Community Affairs created the Parent Teacher Leadership Academy (PTLA) in an effort to build stronger school-community partnerships, to improve student achievement, and to encourage parental participation in schools. The partner school districts include Alabaster City, Tuscaloosa City, Tuscaloosa County, and Lamar County. PTLA offers participants four academies: Teachers (TLA), elementary parents (EPLA), Hispanic parents (HPLA), and Pre-K parents (PKPLA). PTLA participants are diverse teacher and parent leaders at their respective schools and in their communities. The curriculum is intended to maximize the leadership potential of teachers and parents to collaborate as engaged partners for the overarching goal of increasing student success. The program graduated 20 parents in 2008, 40 parents in 2009, 50 in 2010, 43 in 2011, 43 in 2012, and 40 in 2013. In 2014, the combined number of PTLA graduates (parents and teachers) was 65, and in 2015, 85. In 2016, the combined number of PLA graduates (parents and teachers) was 79. An addition to the curriculum, this year’s activities included a combined session between parents and teachers to promote active collaboration among parents and teachers in the same school and school districts. In 2012, the National School Board Association recognized the PTLA as a premier program in the United States. In addition, a paper presentation describing the outcomes of the PTLA was presented at the annual Engagement Scholarship Consortium in 2013. A recent paper assessing the program and its history was accepted by the Journal of Community Engagement and Higher Education.

- **Global Café.** Created by campus and community partners of the Center for Community-Based Partnerships, Global Café builds an inclusive campus environment by connecting students and...
faculty with community and sponsoring activities that enable people to share traditions and cultures, learn languages together, access local resources, and meet new friends. There are two main parts of the Global Café initiative, daytime conversation opportunities and evening community resources programs. In this academic year, American college students from many cultures engaged in English conversation with international families at our University. Global Café is also developing new opportunities for the development of language ability and cultural understanding among Americans who are planning to travel by introducing them for conversations with international guests. 692 language tutoring contact hours occurred this year (up from 437 last year) as part of the English conversation and practice program. Nine evening events were presented during this year with a total attendance of 451 people of different cultures. These events introduced international students and faculty to local community resources and provided opportunities for casual conversation among English language learners.

Throughout the year, Global Café programs offer students exciting new paths toward campus leadership. This partnership benefits UA students by enhancing intercultural hospitality and understanding on campus and in the community and building a global skill set among UA students. This initiative was developed with the cooperation of several campus and community partners, including Capstone International Center, the CCBP Student Leadership Team, Graduate Parent Support, Tuscaloosa’s One Place, Shelton State Community College, Stillman College, Tuscaloosa Public Library, Tuscaloosa city and county schools, UA student groups, and numerous community leaders. A benefit of this cooperative effort is the relationship between local schools and the University.

In this academic year, American college students from many cultures engaged in English conversation with international families at our University. Global Café is also developing new opportunities for the development of language ability and cultural understanding among Americans who are planning to travel by introducing them for conversations with international guests. This partnership benefits UA students by enhancing intercultural hospitality and understanding on campus and in the community.

- **Project FAITHH (Faith-Based Anti-Stigma Intervention Towards Healing HIV/AIDS).** UA researchers completed a four-year study funded by the Center for Disease Control Minority AIDS Initiative in December of 2015. Dr. Pamela Payne-Foster, deputy director of the UA Institute for Rural Health Research, served as the principal investigator of the $530,386.00 grant from the U.S. Centers for Disease Control and Prevention (CDC). Foster is also an assistant professor in the College of Community Health Sciences’ department of Community and rural medicine. Dr. Susan Gaskins, a professor in the University’s Capstone College of Nursing, also served as a senior investigator on the project. CCBP director for community development, Christopher Spencer, served as a community liaison for the project. His primary role was recruiting churches across Alabama to participate in the four-year study.

HIV/AIDS is increasing in African Americans, particularly in the Deep South and in rural areas. HIV/AIDS related stigma is believed to be the underlying cause of this increase. Project FAITHH (Faith Based Anti-Stigma Towards Healing HIV/AIDS) was a four year study which was conducted with 196 congregational members at 12 rural African American churches in Alabama to address this issue. The goal of the study was to test a new HIV/AIDS anti-stigma intervention curriculum and compare it to standard AIDS 101 education or a control that did not receive any educational intervention. The twelve churches, were in five denominations: Baptist, Christian Methodist Episcopal (CME), African Methodist Episcopal Zion (AME Zion), Pentecostal and Disciples of Christ (DOC). The churches were randomized into three groups: Group A: received the faith based anti-stigma HIV/AIDS curriculum; Group B: received the standard HIV/AIDS 101 curriculum and Group C: received passive HIV/AIDS education through written HIV brochures.
placed at churches. All groups completed a pre and post testing which included demographic, stigma, HIV knowledge and religion and spirituality surveys. The study was funded by the CDC.

As a result of this study the researchers found that the new curriculum improved stigma significantly from pre-intervention to post-intervention in Group A, it was not significantly different from Groups B and C. Surprisingly, standard AIDS 101 curriculum in Group B decreased stigma compared to the Group C controls. In the same way, Group B significantly increased HIV knowledge pre and post the most of all groups, however, both Groups A and B significantly increased HIV knowledge compared to the control Group C. Correlation between stigma and HIV knowledge was also found to be moderately negative. The data from this study is still being analyzed to determine other associations such as spirituality and religiosity.

- **SCOPE (Scholars for Community Outreach, Partnership and Engagement) Activities.** CCBP coordinates SCOPE, a student engagement scholarship initiative. It is an interdisciplinary, diverse group of undergraduate and graduate students dedicated to developing excellence in research skills and community leadership. This year, SCOPE students sponsored the Student Engagement Scholarship Showcase with participants from the campus and the community, highlighting student research and CCBP international programs (Global Café and the Fulbright Advising Initiative). The CCBP staff developed a student peer group education model to provide workshops to student organizations, individual employees, and campus classes. This training was required for all CCBP student employees and was also offered to the members of SCOPE. It will be piloted with other student organizations and classes that work in communities.

**Financial Affairs**

Following are examples of ongoing activities that reflect the Division of Financial Affairs efforts to create and sustain an inclusive campus environment.

- **Student Account Services staff** provide support for Rise School’s Buy for Rise event. Support consists of cash register and terminal set up, provision of change funds and space to count and balance revenue. Rise serves young children with physical disabilities.
- **Student Account Services** maintains an open door throughout the day to facilitate timely assistance for all students and parents. We use an all hands approach where all staff including the Assistant Directors, Associate Directors and Director when needed personally assist all customers to promote an inclusiveness and respectful environment for our customers.
- **The Office of University Lands, Planning, Design, and Management** provides long-range planning and management of all university lands. The department maintains and updates the Campus Master Plan, which provides design guidelines and concepts for the consistent, long-range growth of the campus and ensures efforts are being made to create an inclusive campus environment for all faculty, staff and students.
- **The Office of the AVP Financial Affairs Business Activities** has taken a leading role in working with Capstone Village administrators and other partners to integrate (and manage subsequent upgrades to) the point of sale system with the existing Answers on Demand Long Term Care software. The new point of sale environment allows for more efficient business operations that enhance service to a retirement age community.
- **The Office of the AVP Financial Affairs Business Activities** continues to work with Capstone Village administrators and other partners to move the medical records from a paper based process to an electronic one. This change has helped to increase accuracy and efficiency in the health care area.
- **Financial Affairs Business Activities** provides educational and training opportunities to staff in order to enhance awareness and appreciation of cultural and individual diversity including attending training sessions offered through Human Resources Development. Diversity efforts for
the area continue to be coordinated by Alyson Baxter. In this role, Mrs. Baxter works with Shilinda Johnson to schedule departmental professional development opportunities. The sessions scheduled included:

- Building Awareness: Sensitivity, Diversity and Inclusion in the Workplace, December 9, 2015.
  - Myers-Briggs Type Indicator (MBTI), March 9, 2016.

- The Office of the AVP Financial Affairs Business Activities took a leading role in implementing EnergyCap, an energy management software designed to streamline utility billing. The new system allows for more efficient business operations that enhance services to the entire campus as well as specific areas off campus.

- Security Resources and Access Control conduct annual training for all members to enhance awareness and promote a diverse, respectful work environment and attitude to the University Community. Having successfully implemented the P5 standards, Security Resources and Access Control now encourage and publically acknowledge when our members exceed expectations by the use of “Kudos to You” a congratulatory note that is filled out when a member exceeds expectations and or does an excellent job.
  - Our P5 standards are as follows:
    1) Polite - we have or show good manners and respect for all others regardless of the situation, circumstance or person;
    2) Positive - we are assured in our conduct and attitude, regarding others with an encouraging action, word or deed;
    3) Proficient - we are well-advanced or competent; skilled in our duties and responsibilities;
    4) Polished - we are refined in our actions and appearance, creating an atmosphere of civility and inclusiveness; and
    5) Professional – culmination of practicing the first 4 standards will produce a person who is regarded as an expert at their work.

- Security Resources and Access Control standards actively encourage the mandate of being inclusive and respectful of others assisting in promoting a diverse campus community.

- Senior Staff are encouraged and actively participate in industry events and organizations that support cultural and individual diversity. Association of Building Contractors of Alabama, Alabama Subcontractors Association and Alabama Utility Contractors Association are a few of the organizations.

- Garrett Goodman, University Architect, conducted reviews of projects to ensure the 2010 ADA Guidelines are incorporated into construction projects. Our goal is to include all required elements into design and construction considerations.

- Vince Dooley, Sam Chen and Bryan Wood are integral part of the design staff and stay abreast of current ADA-compliance issues.

- Unfortunate incidents between the law enforcement officials and minority communities in the United States have become strained, necessitating a demand for law enforcement agency leadership to create a solution. In response to this issue, UAPD initiated an expansion to our current community-policing program in order to prevent a collapse in community relationships. UAPD has utilized the community-policing concept with its students for many years but is now enhancing overall community relations by using the community-policing concept daily with the faculty and staff members on campus. Short-term results indicate that our officers have been well received by all members of the community, including minority/diverse communities.

- The Financial Affairs Information Technology web team is working with Dr. Rachel Thompson to learn and stay abreast of web accessibility standards.

- In February, Laura Casey Gonnering attended a conference on “Effective OFCCP Compliance and Affirmative Action Plan Preparation”.


• Bama Dining continues to collaborate with the SGA to host several international events serving authentic foods at Lakeside Dining.
• Bama Dining continues to partner with the SGA and Parent’s Association to create a meal donation program, Got Meals?, which provides meals to students in hardship to meet immediate needs. Students can donate or request meals throughout the year. Donated meals are provided on an as-needed basis.
• The University Supply Store staff continues to participate in diversity training conducted by Human Resources.
• Action Card developed a process, with UA’s Office of Counsel, to address Action Card name change requests from transgender students. This is an evolving card industry and higher education conversation and remains a process under continued evaluation.
• Human Resources - Benefits continues to contribute in the following ways:
  • Ensure that individuals pictured in Benefits brochures, communication pieces, and on the website reflect the diverse nature of the UA staff.
• Work with employees seeking accommodations for disabilities as part of the University’s Americans with Disabilities Act program. In the last academic year, 40 accommodations were requested with 27 granted.
• Human Resources Learning and Development (HRLD) - Training and education offered through Human Resources during the 2015-2016 academic year covering diversity topics were provided using several formats:
  **New Employee Orientation:**
  - Harassment training resources are provided.
  - Harassment Policy is distributed and key points are referenced.
  - Website for Preventing Sexual Harassment online tutorial is provided and the site is accessed regularly.
  - Letters from the President addressing Reaffirmation of Equal Opportunity Policy and Nondiscrimination Notice, Compliance with the Americans with Disabilities Act, and UA Statement on Diversity are distributed.
  - Websites for the Staff Handbook, HR Policy Manual, HR Development course offerings, and Equal Opportunity Programs are provided.
  **New Management Orientation:**
  - Training is made available to new and current managers and supervisors. It addresses how to better understand and achieve University expectations, responsibilities for compliance with key University requirements, and key departments/functions that may be a resource for management. ManageElite online resources covering topics of Diversity, Harassment, Bias, and Retaliation are promoted in this course.
  **Leadership U:**
  - An intense two-year course of study that encompasses personal skills, strategies for increasing productivity, methods for increasing both communication and leadership effectiveness, and mastering legal, ethical and strategic issues.
  **Campus-Wide Training Course Communication:**
  - Online Registration provides accessible registration for courses, as well as an additional location posting campus-wide course offerings.
  - A listing of diversity-related topics, as well as other offerings open to the campus, is distributed monthly via HRLD’s listserv, posted on the UA Events Calendar, HRLD’s website, in the Dialog Extra/weekly electronic newsletter, and by the HR Partners.
  - Topic categories include Legal Issues, Teamwork, Disability, Generational Issues/Age, Cultural Awareness, and Harassment.
  **Professional Training Series:**
UA Essentials for Management, a standard three-day supervisor-training program offered monthly, covers diversity topics and employment-related laws and policies.

The Professional Development Series, a five-day training series designed for Office Professionals offered every semester, addresses diversity, teamwork, and legal matters.

HRLD, in partnership with Facilities, provides a monthly Facilities Leadership Forum and monthly offerings for employees processing through the Career Ladder programs housed in Facilities. These offerings include, but are not limited to, Harassment and Diversity topics.

Beginning Fall 2013, The Etiquette Advantage in Business, a new series based on three principles – (1) Think Before Acting (Consideration), (2) Make Choices That Build Relationships (Respect), (3) Do It Sincerely (Honesty) rolled out.

Training Outreach/Additions:

- HR collaborates with the Office of Counsel, Equal Opportunity Programs, Risk Management and various areas on campus to provide training on such topics as Harassment, Sexual Orientation, Retaliation, etc.
- HRLD has collaborated with Emergency Preparedness and UAPD for emergency training and Active Shooter training.
- Learning and Development, on a regular basis, provides customized training requested by departments for full-time and student employees that includes teamwork, harassment, diversity, sensitivity, adjusting to change and personality types.
- Beginning in Jan. 2013, HRLD offers a new instructor-led training class every other month entitled Building Awareness: Sensitivity & Human Relations.
- Video Instruction with live instructors for Software Courses accessed through SkillPort is a new addition to the curriculum. This on-demand access resource meets the need of diverse learning styles and provides a more efficient method of getting instructor-led training out to our employees.
- HRLD delivers customized training for the Student Athletic Host/Hostesses on the topic of Harassment and Ethical/Legal Workplace Resources.
- HRLD provides Harassment training for the Aerospace Engineering Senior Seminar students.
- HRLD team members serve as presenters/hosts to student groups on an as-requested basis to deliver training, assist them with workplace shadowing experiences, internships, etc.
- HRLD advisor to Lambda Sigma Sophomore Honorary continues to work with members to enhance recruitment communications with the goal of creating a more diverse applicant pool.
- HRLD collaborates with Psychology/Social Work to deliver and host training for members of their WOW (working on womanhood) employee team. This includes on-site training at the Tuscaloosa County Juvenile Detention Center.
- HRLD presents diversity topics at local and regional conferences.
- HRLD co-sponsors Safe Harbor training with the Women’s Resource Center.
- Beginning Spring 2015, HRLD partners with the College of Education Crossing Points program serving students age 18-21 with significant disabilities to facilitate instructor-led sessions of the Mandatory Compliance Training.
- Beginning Fall 2015, HR developed a new series of courses presented by internal and external training professionals for the University Police. Topics include: Enhancing Relations in a Diverse Community, and the Professionalism and the Campus Community Module covering: Dimensions of Diversity Professionalism and Accountability, Communicating Assertively, Safe Zone Training, and Tips and Tools for Managing Your Emotions.
- Beginning Fall 2015, the SPARK online monthly newsletter provides another opportunity for employees to learn about online resources, engage in feedback with Learning and Development professionals, etc.
Student Employment:
- HRLD assists Student Employment efforts by promoting the new Student Assistant Essentials offerings on the HRLD website, via monthly electronic communications, to promote student assistant training and encourage usage of the student employment system.

- **On-line Training and Improvements:**
  - The creation of the coordinator eLearning position for HRLD in Spring 2013 enhanced the department’s ability to increase and improve current “in-house” online courses and “off the shelf” course system communications/usage. This move resulted in increased collaboration with campus wide units such as Public Safety, Office of Counsel, and more to develop, host, and publicize required online courses designed specifically for UA employees covering topics such as Harassment.
  
  - Effective Spring 2014 Harassment Training became a required course for UA employees. The training is accessed online through Training Academy and includes the following: Harassment Prevention for Employees – Higher Ed Edition Harassment Prevention for Managers – Higher Ed Edition.
  
  - UA Policy and Reporting Channels
  
  - Significant updates occurred to the HRLD website as HR transitioned to a new website. Updates supporting diversity included specific pages dedicated to Compliance Training required for faculty, staff, and student employees; the development and posting of User/Learning Guides for Compliance Training and Online Learning; increased use of photos representing various ages, ethnicities, genders, and departments.
  
  - Human Resources reviews and expands offerings via SkillSoft, a learning management system for faculty and staff. Additionally, new departments contracted through HR in 2014-2015 for other SkillSoft online resources providing access to courses, books, and simulations including, but not limited to, diversity-related topics.
  
  - HRLD has seen an increase in the use of SkillSoft’s Leadership Channel to connect employees with knowledge experts, authors and consultants via Live and Recorded Webinars covering a variety of topics. Some webinars this year addressed Introverts in the Workplace, Generational Differences, etc.
  
  - Beginning Spring 2012, access to online resources through ManageElite was added as an online training resource. Online topics include, but are not limited to, Diversity, Harassment, Bias, and Retaliation and may be accessed by all employees.
  
  - Since 2012, HRLD has been promoting and providing demonstrations of the new Online EAP resources.
  
  - Updates were made to the HRLD website including, but not limited to, providing direct links to: Equal Opportunity Programs, Harassment Training, Mental Health Education, Safe Zone Training and Education, Women’s Resource Center, ManageElite, and the expanded EAP Online resources.

Training Resources:
- The Training Resource Center provides materials, videos, DVDs, books, and activities addressing diversity-related topics in the categories of diversity, disability, legal topics, generational/age-related topics, harassment, and change adjustment.

Competency Initiative:
- The Course Competency Mapping initiative continues. HRLD provides employees with a specific list of courses that reinforce competencies such as Diversity, Sensitivity, Ethics and Integrity, Teamwork, etc.

- **Human Resources Partners:** Through consultation with administrators identify areas or individuals that could benefit from training in management, diversity, harassment, etc.
  
  - Investigate and make recommendations to resolve reports of alleged discrimination, harassment, unfair management practices.
Advises administrators, supervisors and managers on progressive discipline, corrective counseling procedures and management techniques/tools to maintain consistency in the application of policies.

Ensures consistent application of university policy, practices and procedures as well as federal and state regulations.

Periodically review HR policies and procedures to ensure they are aligned with federal and state regulations.

Consults with departments, supervisors and HR staff on the administration and compliance of ADA accommodation request that involve non-routine employee relation issues.

**Communication Outreach** - In 2015, HR began publishing a quarterly newsletter.

- The HR Partners periodically communicates to their assigned areas on topics such as UA policies and best practices.

**Payroll Services** - The payroll department consists of a diverse group of eleven, regular full-time staff that includes 10 females, 1 male, with four African American employees. Of the four African Americans in the department, two serve in managerial positions. The department also employs a small group of rotating student/work study employees of various backgrounds and cultures. The rotating student employees contribute an additional aspect of diversity to the department.

**HR Staff Recruitment / Student Employment** - It is a goal of the Staff Recruitment Office to implement outreach efforts that support The University’s diversity initiatives. Representatives from the staff recruitment area participate in numerous activities throughout the year with the purpose of broadening the diversity of applicant pools for staff recruitments. These efforts include participating in career fairs and posting staff job announcements on social media sites targeting diverse groups. Career fairs attended in 2014-2015 included events sponsored by the UA Career Center for graduating students and alumni, Shelton State Community College, West Alabama Education and Job Fair, UAB Federal Contractor Career Day, and the Veterans Job Fair sponsored by the Tuscaloosa VA. In addition, job postings are placed on social media sites such as Facebook, Twitter, LinkedIn, US Military Pipeline, Inside Higher Ed, and Scholarly Hires. Staff recruitment collaborates with the UA Veteran and Military Affairs Office and Campus College Veterans Association to announce available staff job opportunities. The recruiters work with hiring departments to ensure that hiring committees include diverse representation. The recruitment system makes available to hiring departments reports that break down EEO information on applicant pools. All staff recruitment sites display the most recent nondiscrimination notice issued by the Office of Equal Opportunity Programs. The recruiters collaborated with Crossing Points to assist in mock interviews for students with disabilities who are entering the workforce.

Recruitment contracted with LinkedIn to publish job opportunities through their professional social media network. In addition, we purchased a membership through LinkedIn with the Professional Diversity Network, which publishes our job opportunities posted on LinkedIn to eight sites dedicated to various diverse professional groups. Advertisements were also placed in publications targeting women, minorities, and veterans.


On request, Recruitment provides applicant race and gender statistics for specific recruitment requisitions to verify diversity of the applicant pool.

HR Recruitment continues to contribute in the following ways:

- Attend Shelton State Career Fair, Career Center Career Fairs for graduating seniors and alumni (Business, Technology, Communications, and Social Work/Nursing) twice a year for each and Veterans Career Fair to gain a diversified applicant pool.
- Attend events to gain a diversified student applicant pool: Get on Board Day (fall/spring), Student Involvement and Leadership Week, and Bama Bound Orientation Sessions.
- Train student supervisors on how to use the student job site to help them gain a diverse student applicant pool.
- Provide Behavioral Interview training and Creating Effective Recruitment Strategies training to educate hiring managers on how to reach a more diverse applicant pool.
- Review search committee memberships for exempt staff recruitments to ensure search committees are diverse.
- Advertise exempt staff recruitments in venues that will attract a diverse pool of qualified applicants to include print publications, list serves, letters of announcement, meetings, etc.
- Require a diverse search committee for all EEO 1 recruitments. Actively outreach to attract female & minority candidates for all EEO 1 staff positions.
- The HR Office of Student Employment participates in numerous student-centered events throughout the year marketing the student employment website to enhance the diversity of applicant pools. Events include Bama Bound Orientations, Get on Board Day, Graduate Parent Fair, and other student activities. The HR Office of Student Employment works with UA hiring departments and off campus employers to post employment opportunities for students. The objective of broad marketing is to attract a diverse student applicant pool and increase opportunities for all interested students to locate employment.

Following are examples of new activities that reflect the Division of Financial Affairs efforts to create and sustain an inclusive campus environment.

- UAPD worked with the International Services Office to provide training for all officers in areas of cultural diversity/sensitivity, to include, training on interacting with and investigating incidents involving members of different cultures as well as training on the prevention of bias policing and the communication gaps that can lead to frustration and negative impressions in the community. Additionally, the police department collaborated with the Women’s and Gender Resource Center (formerly the Women’s Resource Center) to conduct yearly training in investigating incidents within diverse populations. The police department also has policies and procedures in place that reinforce these ideas to department members.
- Bama Dining launched a series of cooking classes in January 2016, called Crimson Kitchen, which promoted cultural diversity and cuisine specific to that culture. Participants have cooked dishes from the Caribbean, Italy, and learned the art of Sushi rolling. The classes are presented in a fun and informative format, and offered to faculty, staff, and community members.
- HRLD provided bi-monthly training on Americans with Disability Act. Training includes the important definitions of the Act, as well as supervisor and employee responsibilities. ADA training is also included in the Professional Development Series taught by HRLD.
- Beginning spring 2015, more specific information about ADA was added to MyBama and reviewed during orientation. A review of Policy 106.2 (Risk, Ethics, Compliance, Code of Conduct) was also added to orientation. Finally, Facilities Orientation merged with campus-wide orientation to provide more access/guidance of online compliance training, and ease of access to additional HR staff and resources.
- New leadership/management skills series offering—Clarifying Goals and Expectations, Strategic Planning, and Change Management topics started fall 2014.
- The HRLD assistant director, manager and workforce development specialist participated in a diversity study and training provided by the UA Ad-Hoc Diversity Learning and Leadership Committee, and promoted the Understanding Leadership Series presented by this committee in spring 2015.
• In fall 2014, the Manager of HRLD and Workforce Development Specialist collaborated with the College of Education to enhance facilitation skills and gain helpful tips on best practices for delivering compliance training to RISE employees with special needs. Training was offered in the fall and spring term.

• The first Annual Employee Learning Week was held December 1-5, 2014 to promote resources for learning and development available to all employees. Five units received formal campus-wide recognition for their commitment to building their UA workforce/team(s) through customized and inclusive learning and development activities, and their demonstration and support of the added value training provides.

• HRLD’s Workforce Development Specialist developed and offered a new course – Bringing out the Best in Others – to foster a motivated and respectful work environment.

• During spring 2015, UA Systems Training was designed, developed and delivered to Facilities staff lacking the necessary knowledge and skills to access and operate a computer, keyboard or mouse to utilize email, and access online systems of benefit to them as employees. This instructor-led training provided an overview: 1) how to access employment related UA Systems, 2) demonstration of the features and importance of each system, and practice logging in, 3) using a mouse/keyboard and navigating these systems and resources. Fifteen sessions were offered to Custodial Staff and others have been scheduled for Grounds and Building Maintenance.

• Facilities and Grounds staff participated in the Veteran’s Career Fair and Diversity Job Expo.

**Intercollegiate Athletic Committee**

As our staff and student-athletes pursue excellence in all of its endeavors, we do so with respect for others regardless of gender, race, national origin, religion, sexual preference or identity or physical challenges. Toward this objective, the Department of Intercollegiate Athletics periodically sponsors/conducts programs for student-athletes and/or staff that are designed to enhance their understanding of and appreciation for diversity and respect for others. Examples of programming aimed at addressing these, and other objectives, which were conducted during the 2015-16 academic year are:

Fall, 2015 – Student-athletes participated for two days in Habitat Build…working on and rebuilding homes that were hardest hit by the April, 2011 tornado. These homes were in low socio-economic areas of Tuscaloosa and for residents who needed the most help in rebuilding.

September, 2015 – Sponsored by Phifer Wire’s Foundation, 175+ female student-athletes engaged with 60+ female leaders from the local community as a part of a dynamic, high energy program led by renowned speaker Peggy Klaus. Klaus’ “BRAG! The Art of Tooting Your Own Horn Without Blowing It” program is an experiencial, high-impact workshop that teaches women how to self-promote with executive presence in an effort to promote career and financial advancement of women.

December, 2015 – Student-athletes participated in Project Angel Tree – Fellowship of Prison Ministries, in which they raised money for and bought Christmas presents for over 30 Tuscaloosa area children whose parent(s) are incarcerated. This event helps our students identify, connect and care for young people who are less fortunate than they are, thereby broadening their understanding and appreciation for a diverse society.

February, 2016 – All junior student-athletes took part in the D.R.I.V.E. For Success Networking Night that included interaction with former Alabama letter winners to gain valuable career insight and learn the art of networking in a professional setting. The letter winner guests represented former student-athletes from a variety of sports, backgrounds, and careers.
February, 2016 – The 1st and Ten Club, which is comprised of 150 men who share interest in assisting UA football student-athletes prepare for & transition to post-athletic careers, hosted a career night for football that included both career exposure and opportunities to network. Students had the opportunity to participate in breakout sessions based on their career interest, engage with professionals in a variety of industries – some of whom were former players – and gain direct insight into the transition from student-athlete to working professional.

March, 2016 – Guest speaker River Huston presented to all-student-athletes on the topic of healthy relationships and sexual responsibility. The Student-Athlete Advisory Committee (SAAC) identified this as a topic to address, recognizing the increasing issues related to this matter across college campuses. River Huston addressed common relationship myths, discussed smart choices related to sexual well-being, and shared about her personal battle with HIV.

April, 2016 – Student-athletes initiated a collaborative service project with members of the ATO fraternity and ZTA sorority to support the Special Olympics, Best Buddies, and UA CrossingPoints. Through the organized field day and soccer tournament, student-athletes engaged with students in the Greek organizations to provide a positive experience for the special-needs individuals present.

On multiple occasions during the 2015-16 academic year, the University’s Title IX Coordinator or other professional staff spoke with I/A staff members about sexual misconduct issues and reporting responsibilities. These programs included the entire athletics department staff in Sept. 2015, the Administrative staff in Aug. 2015, Head coaches in Sept. 2015, Executive staff in March 2016, and new staff members at one of three new staff orientations during the year. In addition, the Crimson White special edition on sexual assault issues was shared with Executive Staff and head coaches in Feb. 2016.

In Fall 2015, the Sports Medicine staff reviewed with head coaches issues related to student mental health, including warning signs, available resources, and who to inform if a student is in need. In addition, the staff reviewed current trends in campus alcohol and drug use for head coaches.

While some of these programs don’t directly relate to creating and sustaining an inviting, respectful and inclusive campus, they do indirectly provide students and staff with an appreciation for cultural and individual differences so everyone can be more respectful of others’ circumstances. In addition, they most certainly prepare students for the global society in which they will live and work.

**Research Office**

**Alabama International Trade Center**
Two members of the Office of Vice President for Research and Economic Development team served as Equal Opportunity coordinators and participated in the webinars, workshops and discussion groups for training to the campus on equal opportunity, prevention of illegal discrimination and harassment, and affirmative action/diversity.

AITC staff and services are enriched by the participation of UA minority students in the Center’s international research and outreach activities. AITC external grants support UA graduate and undergraduate students to work through internships and assistantships at the Center. Students obtain practical experience conducting foreign market research and analysis on behalf of the Center’s small business clients. During the report period, the Center supported five minority international students through its assistantship program.

The Trade Center assisted the Alabama State Black Chamber of Commerce to conduct an export workshop for its members and co-sponsored its annual conferences in Birmingham and Huntsville.
The services provided by UACED are focused primarily for local communities that incorporate the various regions, counties, cities and towns within the State of Alabama. We continue to work with elected and civic leaders through all of our programming which results in an in-depth representation of the community. The work of UACED staff covers a variety of diversity measures including: economic, geographical, racial, gender, and political. The basic curriculum comprises instruction on basic leadership skills and strategies. In addition, UACED staff provides the knowledge to empower communities to work in a team atmosphere, offer assistance with problem-solving, teach citizens how to manage conflicts, demonstrate the steps to develop and implement strategic planning and apply personal skills, and the overall value of working with varied groups.

**Alabama Communities of Excellence:** UACED is a one of 16 partner organizations for the non-profit program, The Alabama Communities of Excellence (ACE), a statewide program. ACE focuses on providing a comprehensive approach to economic and community development for Alabama cities with populations between 2,000 and 18,000. The partners assist the rural communities as they plan and prepare for a more vibrant, and energetic future. UACED provides leadership to the 38 ACE communities as they complete the rigorous three-phase process to become a designated ACE community. After being certified, the communities must uphold the position to qualify for recertification. The communities select a diverse group of civic leaders to guide them as they work through each phase. UACED’s staff, along with other partners, serve on various ACE Teams to facilitate the work required to achieve designation. During the time period of May 2015 – May 2016, the city of Helena achieved the ACE designation, and six additional communities continue to work towards their designation. UACED has dedicated two staff members to serve on assessment teams for Fairhope, Geneva, Jasper, and Oneonta, Alabama.

ACE has initiated a new Mentor program that is in the process of being implemented. The Mentors will serve as the primary point of contact between their assigned town(s) and the ACE program. The key role of an ACE Mentor is to monitor the town’s progress, be alert as to how the ACE program can continue to help the town plan, grow and prosper, and communicate with ACE staff about the town(s). Mentors will keep the ACE towns informed about ACE activities and services, and encourage participation; build relationships with the Mayor and Local Coordinator (and possibly other community leaders) through meaningful communications and contacts; make periodic contacts with the Mayor and Local Coordinator (and possibly other community leaders) either via telephone or electronic communication. They will also monitor the town’s activities, including reviewing the town’s Semi-Annual Report filings, and encourage the town to meet ACE program expectations. Mentors will guide their assigned ACE communities as they work through the 3-phase process to become certified as an ACE community as well as assist the towns who are ready to be recertified as an ACE community.

In September of 2015 – UACED sponsored registration for new ACE communities to attend the YourTown Alabama workshop. The annual workshop consists of highly informative presentations and problem-solving activities for participants. It also provides a wonderful opportunity to network with other leaders from communities throughout Alabama. Participants have the opportunity to make contacts with presenters who work throughout Alabama in the planning, design, economic development, and resource preservation fields. The focus of the workshop aims specifically to introduce small town and rural technical assistance providers and decision makers to the role of design in community planning. UACED sponsored six Alabamians to participate in this leadership workshop.

**Books for the Alabama Black Belt:** “Books for the Alabama Black Belt” is a collaborative project with the Superintendents of 13 of the poorest counties in Alabama, where school libraries often find themselves lacking in sufficient required resources to meet state and federal regulations. UACED’s project involves the Alabama Panhellenic Association, Culverhouse College of Commerce, UA Museums, Capstone Retirement Village and The Tuscaloosa Public Library, UA students and citizens in
the contribution of classic and award winning books and financial donations, to assist these schools in meeting their resource goals and to improve literacy and learning in the following economically distressed counties in Alabama’s Black Belt: Bullock, Butler, Choctaw, Dallas, Greene, Hale, Lowndes, Macon, Marengo, Pickens, Perry, Sumter and Wilcox. We kicked off our book drive in March 2016 and have raised 9,976 books, $2,600 and have placed 6,976 books in 12 schools in Greene, Hale, Pickens, and Sumter Counties combined.

**Empowering Local Citizens Through Leadership & Entrepreneurship Opportunities in Outdoor Recreation Workshop**: UACED in conjunction with Small Business Development Center – The University of West Alabama, Alabama Small Business Development Center Network – The University of Alabama, Alabama Tombigbee Regional Commission, Economic and Community Development Institute – Auburn University, and Global Capital Group, LLC., organized a workshop to educate and give local citizens the tools to develop outdoor recreation opportunities into economic opportunities. The workshop was held on the University of West Alabama campus in Livingston, Alabama on May 28, 2015 and included presenters from UA’s Center for Business and Economic Research, Alabama Cooperative Extension System, National Forest Service, and Liftfund on topics such as, How to Start and Manage a Small Business, Grant Resources for Outdoor Recreation and Opportunities in Hunting, Fishing, Canoeing and Kayaking. Of the 81 attendees, 45 were minority.

**Hear Here Alabama**: UACED is providing financial support for the Hear Here Alabama project to promote a rural hearing health initiative in West Central and South Alabama. What started as an idea by Dr. Marcia Hay-McCutcheon, Associate Professor and Chair, Communicative Disorders, College of Arts and Sciences, has become a reality, to identify those with hearing needs in rural areas. The objective of this program is to improve hearing health for the general population by conducting research projects that examine the importance of hearing health for physical and emotional well-being. Along with conducting these research projects, the goal is to provide hearing screenings and evaluations to individuals living in rural areas who otherwise would have no access to hearing health resources. Research has shown that individuals with hearing loss are at a greater risk for poorer physical health and emotional well-being, in addition to being at risk for unemployment or underemployment. UACED is providing student resources and connecting the project with its partners throughout the Black Belt. With the assistance of skilled UACED staff, the Hear Here Alabama project applied and was awarded a $40,000 grant from the USDA.

Since December of 2015, the Hear Here Alabama mobile audiology truck has provided hearing screenings and/or evaluations to approximately 400 children and adults. Approximately 150 individuals have been seen at the West Alabama Senior Center in Demopolis (Marengo County), and Public Health Departments in Camden (Wilcox County), Linden (Marengo County), and Selma (Dallas County). In addition, approximately 70% of these individuals have been from minority backgrounds.

**Landmarks Project – UA Sales and Marketing Program**: UACED and the UA Sales Program partner together through Collaborative Learning Projects for economic development through businesses practices, called Landmark Projects. This allows our partners to directly engage as a client with a small team of pre-selected students. Teams consist of undergraduate students led by a graduate-level Project Manager to set expectations and a vision for the outsourced work to be provided to the client by the team. The purpose of these projects is to create a business benefit for the client while giving students live sales and marketing experience. The UA Sales Program facilitates a deeper connection between its students and corporate partners through these projects in which a team of students tackle a sales goal or organizational opportunity designated by UACED. Projects routinely include researching new or existing markets, building and running digital marketing platforms, conducting competitive analysis, and developing sales strategies.

**West Alabama Tourism – Spring 2016**: The Landmark Project between the University of Alabama and West Alabama Tourism (Bibb, Fayette, Greene, Hale, Lamar, and Pickens County) provided an updated
website, with a complementary website user guide, SEO strategy, and video content. To accomplish this, the team began with website benchmarking and used various travel websites from which to pull ideas. The team built a new West Alabama Tourism website and traveled to six counties in West Alabama to collect new photographs and video content to showcase each area. These pictures and videos were edited at a quality level to use on websites, social media, or elsewhere for marketing purposes.

The Project provided the following final products to:
- West Alabama website built on WordPress
- WordPress website User Guide for future use
- Extensive list of keywords to integrate into the website to create a larger audience
- New photographs and video content from each of the six counties in West Alabama

**Wilcox County Chamber of Commerce – Spring 2016:** Wilcox County is an area of Alabama that consists of many small businesses while drawing in a large amount of short-term visitors due to their hunting and fishing resources. This project tasked four undergraduate students and one graduate student to partner with the current director, Hunter Hines, on strengthening the Chamber of Commerce membership structure, revamping Wilcox County’s Community Guide, and creating materials to engage the County’s short-term visitors. The team began with website research to benchmark Wilcox County’s Chamber of Commerce with others around the state. By doing this, the team was able to identify gaps in the Chamber’s Membership Benefits to recommend an updated structure. The next phase of the Project provided Mr. Hines with a modern, updated Community Guide with capabilities to be distributed via print and digitally online. The final phase of the Project was to provide updated brochures to engage the short-term visitor, as well as an archive of potential event ideas to extend the interaction the County has with its visitors.

Ultimately, the final products delivered to Mr. Hines in Wilcox County included:
- Chamber of Commerce Membership Benefit Structure
- Chamber of Commerce Website Recommendations
- Marketing Materials, plus Community Guide
- Short-Term Visitor Engagement Strategy

**Website Template – Spring 2016:** The UA Center for Economic Development Landmark Project asked students to create a user-friendly, versatile website structure that could be used by UACED staff on projects throughout the year. UACED staff often sees clients from various counties that are in need of a website to better develop their marketing efforts. Based on current needs, the team began by researching the website builder that would be as user-friendly as possible while maintaining impressive aesthetics. This ultimately will allow for easy maintenance and complement the busy schedule of the website’s potential user. Once the website builder was identified as Weebly, the team created a website structure on Weebly, along with a User Guide to explain the steps necessary to personalize the website to each County.

The following was provided to UACED:
- Versatile website structure built on Weebly to distribute to clients
- Research on top website builders for future use
- Website User Guide to provide to clients managing and maintaining their own County’s website, explaining how to utilize Weebly and set up a website domain

**Dominican Republic – Fall 2015:** The UA Center for Economic Development partnered with 10 undergraduate students and 1 graduate student to create a marketing campaign encouraging the people of the Dominican Republic to travel to the state of Alabama. The student team conducted research on the Dominican Republic to identify the areas and attractions within the state that would align with and appeal to their culture. In order for the UA Center for Economic Development to go to market equipped with the right tools, the student team developed materials to best communicate to the target market.
Before creating any materials, the student team completed extensive research on the people and culture of the Dominican Republic and delivered that insight to the client. From here, students provided UACED with a basic brochure and postcard to highlight the state while directing the audience to the website and social media. As a part of the print material creation, students identified the best possible route for Dominican Republicans to make the most of their state visit. This route was an itinerary that included travel accommodations and main attractions in four major cities throughout Alabama. After creating the foundational print materials, the client was provided with a website structure dedicated to this campaign and a bank of content for use on social media. Finally, the client received a promotional video to use online, further highlighting the attractions of Alabama. With this robust set of materials, UACED is now equipped to showcase our state to those of the Dominican Republic.

Black Belt Community Foundation – Fall 2015: The Black Belt Community Foundation (BBCF) is an organization based out of Selma, Alabama. This organization works to transform the Black Belt region that spans across 18 counties through improvement initiatives. This project tasked six undergraduate students and one graduate student to partner with BBCF and create a structure increase their potential donor base. The student team recognized that Black Belt Community Foundation must first be equipped with the tools to approach new potential donors. The tools required to be successful include:

- Website
- Print marketing materials
- Social media campaign
- Selling tools
- Donor prospect list with detailed contact information

Black Belt Community Foundation could not approach new donors without improving their marketing materials. The Foundation first received an upgraded website, a streamlined brochure, and a new Corporate Sponsorship Proposal, detailing information for potential donors. Once supporting materials were complete, the team provided BBCF with selling tools in the form of an email template and phone calling script. Finally, the Foundation received a list of potential donors with detailed contact information. Before completing the Project, students prepared a social media strategy for BBCF to engage with their donors and volunteers, to continue fostering relationships. The Black Belt Community Foundation now has all the materials, knowledge, and tools necessary to call on potential donors.

S.W. Taylor Overlook: UACED is working with Tri-County Trail Riders and the Sumter County Commission to facilitate the redevelopment and operation of a U. S. Army Corps of Engineers park overlooking the Tombigbee River that has been closed to the public for 20 years. As a well-established and active African-American equestrian education and outreach group, Tri-County Trail Riders will operate the S. W. Taylor Overlook as a horsemanship facility open to the public for horseback riding instruction and pleasure riding, and will provide resident full-time staffing of the facility, which will once again enable the park to operate. UACED has assisted Tri-County Trail Riders in securing their 501(c) 3 tax-exempt status and has facilitated the development of a conceptual plan for new facilities at S. W. Taylor Overlook. Currently, we are working with Tri-County Trail Riders and Sumter County officials to develop a formal master plan for new resident caretaker, camping, and equestrian facilities on the site, and will assist Tri-County Trail Riders in moving through the U. S. Army Corps of Engineers’ regulatory documentation and review process. Once approval is secured, UACED will work with Tri-County Trail Riders and Sumter County to identify and secure the financial resources to build the improvements.
**TOUR WEST ALABAMA (ARC):** Through a partnership with the Appalachian Regional Commission, UACED began collaboration with various economic development entities in western Alabama made up of the following counties: Bibb, Fayette, Greene, Hale, Lamar, Pickens and Tuscaloosa. Through this project, strategic assets for local economies will be developed and strengthened with a goal to increase the level of domestic and international visitation to west Alabama. We create economic impact in the region by promoting the value of the region’s assets from within. This will not only improve the local economy, but also foster opportunities for expanding economic development throughout the region.

**Your Town Alabama:** UACED has been a major driving force for the non-profit organization, Your Town Alabama since 1998. Your Town Alabama facilitates an annual workshop available to all citizens in the State of Alabama. The Your Town Alabama workshop is a direct response to the uncertain future of Alabama’s small towns—a future increasingly threatened by large-scale changes in our economy, population shifts, the impact of telecommunications and mass merchandising, and changes in land policy. In the face of these forces, communities have found themselves struggling to maintain their vitality and even their sense of identity. Whether the threat is sudden growth or stagnation, planning and design decisions can often make the difference between survival and decay, between healthy prosperity and decline.

The Your Town Alabama workshop format is an intensive engagement of citizen leaders and professionals and focuses on these critical planning and design decisions. The workshop is highly participatory, with lectures, case-study presentations and interactive group problem solving, including working on realistic issues in a hypothetical small town.

In September of 2015, the 17th year annual workshop of Your Town Alabama was held at Camp McDowell, located in Nauvoo, AL. A total of 57 Alabama citizens participated in the event, with 27 staff, speakers, presenters and facilitators, for a total of 84. Of these 84 participants, 16 were of the minority.

**MINT**

The MINT Center currently collaborates with five universities around the world. They are: University of Bielefeld (Germany), Technical University of Kaiserslautern (Germany), Zhejiang University (China), Toyota Technological Institute (Japan), and Taiwan National Hsing-Chung University (Taiwan). Close collaboration with these universities provides progress in research and in education as demonstrated in the SIP program. The MINT Center is hosting six international students for the 2015 summer intern program, supported by the U.A. administration.

**Student Affairs**

The Division of Student Affairs actively participates in creating an inviting, respectful, and inclusive campus environment. This active process is done through a combination of physical space, programming, and services for students, faculty, and staff. Two physical spaces are particularly important in creating a campus environment that is inviting, respectful, and inclusive. First, the Ferguson Center Student Union is striving to be the living room of campus and serves as a central location on campus for cultural, educational, social, and recreational programming. While there are numerous examples of programming initiatives that have taken place over the 2015-2016 academic year, the Ferguson Centers staffing, in collaboration with Housing and Residential communities, physical space for the Intercultural Diversity Center is an important action to discuss. This space was created to provide a physical location for diverse student populations to gather and spend time. Through this collaboration between Housing and Residential Communities and the Ferguson Student Center a space was opened and staffed beginning in February 2016. This space saw steady increase in utilization throughout the spring semester. Individual students as well as student organizations used this space. Looking at attendance patterns, this space was overwhelmingly used by students who are under-represented at UA. Of note is that 46% of all users during the Spring Semester were African American students, this is a rate much higher than the overall
campus population (12%). Use of this space by a segment of the intended population is a positive sign that underrepresented groups on campus are utilizing this physical space to suit their needs. The next physical space that is working to cultivate an inviting, respectful, and inclusive campus environment are the University Recreation Facilities.

University Recreation is responsible for three facilities across campus including the Main recreation facility, the recreation facility at the Robert E. Witt Presidential Campus, and the Aquatic Center. During the 2015-2016 academic year students, faculty, and staff utilized these facilities nearly 920,000 times with nearly 2/3rds of the utilization coming from students. It is obvious that the campus population, especially students, is utilizing this space. However, what must be mentioned is that University Recreation has strived to be an inclusive environment that all segments of campus population can utilize. Examples of this approach to providing an inclusive environment for students, and patrons, include providing group exercise class instruction in the native language of international graduate students on evenings when this population most often utilizes the facility. Another example is the use of focus groups to identify barriers to utilization of the aquatics center for campus populations that do not traditionally use swimming pools. Information from these focus groups resulted in changes to the facility, including the type of soap and shampoo, to better meet the needs of all patrons. Finally, University Recreation needs to be recognized for its efforts in providing a space for students and patrons with physical limitations. Adaptive equipment for students and patrons with disabilities has been provided along with space for adaptive sports. The best example of University Recreation’s efforts in this area is the success of the wheel chair basketball team at the national level. Space and resources have been provided to assist and foster this population’s efforts in competing locally, regionally, and nationally.

While the Ferguson Student Center and the University Recreation facilities are used as examples of how the Division of Student Affairs is creating and sustaining an inviting, respectful, and inclusive environment, other campus partners responsible for physical space are making similar accommodations to assure welcoming and inclusive environments for all students. Beyond physical space the Division of Student Affairs engages the student body through programming and services that are focused on fostering an inviting, respectful and inclusive campus environment. While every department is part of a divisional effort toward diversity two specific areas will be used as examples of the intentional effort to foster an inviting, respectful, and inclusive campus. The Womens’ and Gender Resource Center (WGRG) has a mission of “fostering a safe, equitable, inclusive experience for all members of our community.” It is important to highlight that the work of this department is nearly all done with various campus partners. The WGRG serves as a resource for campus partners and lists over 30 different programs or services it provides through collaboration with groups external to the division of Student Affairs. WGRG programming is all directed toward “Creating and sustain[ing] an inviting, respectful, and inclusive campus environment that enhances awareness and appreciation of cultural and individual diversity, promote[ing] community and tolerance, and prepare[ing] students for the global society in which they will live and work. WGRG accomplishes this goal through collaboration.

<table>
<thead>
<tr>
<th>Program</th>
<th>Collaborative Partner</th>
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<tbody>
<tr>
<td>Breast Cancer Awareness</td>
<td>Student Health Center, Student Recreation Center, Dept. of Health and Wellness, Ferguson Center, Bama Dining</td>
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<tr>
<td>African American Heritage Month</td>
<td>Student Government Association, Student Leadership Council, Department of English</td>
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<tr>
<td>Women’s History Month</td>
<td>HRC (Parham Residence Hall), UA Feminist Caucus, AASRJ, AAUW</td>
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<tr>
<td>Lunafest</td>
<td>College of Arts &amp; Sciences, College of Communication &amp; Information Sciences, Alabama Panhellenic Association, Capstone College of Nursing, the Graduate School, New</td>
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<tr>
<td>Event/Program</td>
<td>Department/Group</td>
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<tr>
<td>Native American Heritage Month</td>
<td>University Programs, Iota Iota Iota, College of Communication &amp; Information Sciences</td>
</tr>
<tr>
<td>Hispanic/Latino Heritage Month</td>
<td>Alabama Athletics (UA Women’s Soccer), Graduate Parent Programs, Gender and Race Studies</td>
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<tr>
<td>Interpersonal Violence Awareness Months</td>
<td>UA Feminist Caucus, Alabama Alliance of Sexual and Reproductive Justice, Dept. of Gender and Race Studies, Housing and Residential Communities, Blackburn, Student Affairs, Student Government Association</td>
</tr>
<tr>
<td>LGBT History Month/ Family Matters</td>
<td>Capstone Alliance, Spectrum, Ferguson Center, Magic City Acceptance Center</td>
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<tr>
<td>Pay Equity Week</td>
<td>Housing and Residential Communities and Career Center</td>
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<tr>
<td>White Ribbon Campaign</td>
<td>SGA</td>
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<tr>
<td>Bead for Life</td>
<td>Housing &amp; Residential Communities</td>
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<tr>
<td>Momentum</td>
<td>Women’s Dissertation and Thesis Support Group Division of Community Affairs, Individual Advisory Board Members from Academic and Student Affairs</td>
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<tr>
<td>Unscripted Peer Education/Leaders</td>
<td>New College; Dept. of Gender and Race Studies</td>
</tr>
<tr>
<td>Elect Her</td>
<td>UA AAUW, Project Empowerment, Student Leadership Council</td>
</tr>
<tr>
<td>SLC</td>
<td>UA Feminist Caucus</td>
</tr>
<tr>
<td>Direct Client Services</td>
<td>UAPD/local law enforcement, Title IX, The Office of Student Conduct, The Domestic Violence Law Clinic, The Office of Student Care and Well Being, Fraternity and Sorority Life, The Counseling Center, The Student Health Center, The Office of Disability Services, Betty Shirley Clinic, and Housing and Residential Communities, Alabama Dept of Economic and Community Affairs.</td>
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<tr>
<td>UActs with Courage Bystander Intervention Training</td>
<td>Office of Fraternity and Sorority Life, Ferguson Center, Student Government Association, Center for Service and Leadership</td>
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<tr>
<td>Harbor Training</td>
<td>Human Resources</td>
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<tr>
<td>GAMMA Safe Sisters</td>
<td>GAMMA Peer Educators (Dept. of Health Promotion and Wellness); Alabama Panhellenic Association</td>
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<tr>
<td>Social Justice Series</td>
<td>Student Affairs Professional Development Committee, Career Center, Counseling Center, College of Communication &amp; Information Sciences, Housing and Residential Communities, Center for Service and Leadership, Bloom Hillel Student Center, and Dept. of Religious Studies, Ferguson Center</td>
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<tr>
<td>Event Name</td>
<td>Collaborating Departments</td>
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<tr>
<td>Take Our Daughters &amp; Sons To Work Day</td>
<td>Graduate Parent Support Programs, External Affairs, Ferguson Center, Theatre Tuscaloosa, Gorgas Library, Academic Affairs, College of Arts &amp; Sciences, College of Engineering, Counseling Center, Dept. of Theatre and Dance, West Alabama Quilter’s Guild, Museum of Natural History, Digital Media Center, Dept. of Kinesiology, and Dept. of Human Development and Family Studies</td>
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<tr>
<td>Pack a Purse</td>
<td>Aid to Inmate Mothers, School of Social Work, New College, Dept. of Gender and Race Studies, Iota Iota Iota,</td>
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<tr>
<td>Body Appreciation Week</td>
<td>Dept. of Health Promotion and Wellness and Crossroads</td>
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<tr>
<td>Start Smart</td>
<td>University Women</td>
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<tr>
<td>Work Study Supervision</td>
<td>Office of Student Financial Aid</td>
</tr>
<tr>
<td>Direct Client Interns</td>
<td>College of Education (Counselor Education), Human Development and Family Studies (Marriage and Family Therapy), School of Social Work</td>
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The above chart is used to provide context for the range of activities WGRC provides, and the volume of collaboration that takes places to accomplish their mission. Similar charts can be included for the majority of the Division’s 17 departments. Moving from the macro of a department’s breadth of activities, specific programs are also having broad impact. For example, Safe Zone is a targeted program that is reaching across the UA campus.

Safe Zone is a GLBTQ+ training program designed to foster safe environments for students who otherwise are discriminated against based on their sexual orientation or gender identity. This program is operated out of the Department of Student Involvement in Student Affairs. Safe Zone is utilized across campus and was mentioned in the 2013-2014 Strategic diversity report 29 times by nearly every college and division on campus. Student Affairs is proud to know that our campus partners use Safe Zone as an example of how their unit is fostering diversity at UA. Student Affairs is proud of the fact that nearly every unit on campus has recognized the benefit and value of this training and incorporated it as part of their diversity efforts. Over the past year Safe Zone trainings have increased approximately 62% resulting in an additional 529 allies trained, compared to this same time last year. Recognition of the campus communities’ incorporation of this program as part of their diversity efforts is an important contribution to creating and sustaining an inviting and respectful campus environment.

It is through collaboration, as exemplified by the WGRC and Safe Zone, that the Division of Student Affairs is fostering an inviting, respectful, and inclusive campus. The WGRC as a department and Safe Zone as a program are used as examples of how the Division of Student Affairs is a partner with the campus community to accomplish this goal. Other departments such as Veteran and Military Affairs, Service and Leadership Center, or University Programs are similarly engaged and working toward similar goals of providing programming and services across campus that foster an inclusive environment for underrepresented or historically marginalized groups on campus.

Important to highlight as part of this report are recent efforts among the Greek community to foster greater access and opportunities for traditionally underrepresent groups in historically white fraternities and sororities. As part of this effort the Office of Fraternity and Sorority Life has dedicated a website to
this process and in an unprecedented move toward transparency, OFSL has published online the racial breakdown of its Greek community based on national/international council affiliation. As far as can be determined there is no other University that is this transparent about the racial and ethnic breakdown of its Greek community. As a result, while University of Alabama is often criticized for its lack of racial diversity in its historically white Greek community, there is no way of benchmarking the racial diversity of the Greek community against other schools and certainly no way to benchmark UAs Greek community against peer institutions.

COLLEGES AND SCHOOLS

Arts & Sciences, College of
The College of Arts and Sciences has instituted a Diversity Committee (since spring 2001), and hired an Associate Dean for Multicultural Affairs (since June 2003).

Dr. Roger Sidje holds the position of Associate Dean for Multicultural Affairs in the College of Arts and Sciences since Fall 2013. His predecessor, Dr. Jimmy Williams served in the position for ten years. This high-ranking and long-standing position affirms the importance of diversity within the College. It plays a central role in promoting the College’s diversity efforts, as well as in channeling the vision and recommendations of the Dean as appropriate. In particular, the position serves as the Dean’s liaison to the A&S Diversity Committee.

The A&S Diversity Committee consists of about 15 A&S faculty members rotated every 3 years. The membership is drawn from all of the divisions/departments within the College and it is itself diverse, with new faculty members routinely invited to get involved in the Diversity Committee. This way, the culture of diversity envisioned by the Dean is instilled and rooted early when new faculty members join the University. Every year the Diversity Committee organizes a “Capstone Recruitment Day” to reach out to high school students from Tuscaloosa County and the surrounding black belt.

The College is continuing the Paul R. Jones K-12 Fellows Program, which is an initiative launched last year and which revolves around the University of Alabama Paul R. Jones Collection of American Art and the Paul R. Jones Gallery. The program pairs local teachers with UA students to bring this important collection of African American art to community children.

On behalf of the College, the Diversity Committee or the Associate Dean for Multicultural Affairs sponsored or co-sponsored a number of initiatives, including the following prominent ones:

- Financial support for three students to participate in this year's UA in Ghana: Service Learning program. Hosted by Dr. Seth Appiah-Opoku (Geography).
- First-Year Writing Program teachers’ guest speaker Dr. Treasure Shields to provide a hands-on workshop on diversity in the classroom. Treasure conducted a daylong workshop for teachers, followed by a reading. Her workshop interrogated the ‘neutral classroom.’ Hosted by Dr. Luke Niiler (English).
- Preparation of the photography exhibit entitled “#blackgirls4change: The Hobson City 9, Cultivating Community and Creating Change”. A PhotoVoice exhibit of photos taken by Hobson City students to represent how a handful of people can change society, and that change begins with engagement on a local or community level. Hosted by Dr. Michelle Robinson (English).
- Entrepreneurial Internship Program projects involving student interns from minority and underrepresented groups in the Alabama Blackbelt. Hosted by Dr. Karen Boykin (Chemistry).
- “Storming the Fences: Movement and Migration in Contemporary Spanish Music”. A keynote address by renowned Spanish scholar Dr. Silvia Burmudez that focused on the literal and symbolic connotations of "storming fences" to address how Spain, at the turn of the 21st Century
foreshadowed the current European crisis by being at the crossroads of the complex geographies and imagined communities that result from the circulation of peoples and cultures between Africa, Europe, and the Americas. Hosted by Dr. Ana Corbalán (Department of Modern Languages and Classics).

- "An Evening With..." panel on intimacy across the color line in Tuscaloosa's Dinah Washington Cultural Arts Center. Hosted by Sharony Green (Department of History) and Dr. Trudier Harris (Department of English).
- Campus address by Kiese Laymon, Associate Professor at Vassar, and currently the distinguished writer at Mississippi, considered by many consider as one of the most important Black male writers of this generation, and also a central figure in the East coast #BlackLivesMatters intellectual movement. Hosted by Dr. Utz McKnight (Department of Gender and Race Studies).

**Culverhouse College of Commerce**

The Culverhouse LIFT program is a faculty and student initiated program designed to reach out to the Tuscaloosa and West Alabama residents to improve job skills, and provide support to the small business community and local entrepreneurs. The program has continued to grow, with over 500 UA students providing 35 courses to community members per semester through courses at Holt High School, Central High School, Tuscaloosa VA Medical Center, and other locations in Tuscaloosa, Fayette, and Greensboro. The program provides students an opportunity to work with a diverse cross-section of the community to provide community members with job skills training and professional development. They have begun partnering with various agencies to provide career fairs to further assist in securing jobs for the community participants. This program has had a significant positive impact on the community and allows Culverhouse students to enhance awareness of diversity and build community.

The College has a program called Culverhouse Connections, which is a part of the Career Center at Culverhouse. The purpose of this program is to provide all business students with the opportunity to expand their professional horizons and career opportunities through a three-component enrichment program including mentoring, shadowing and professional development programs. The mission is to enhance the professional skills of Culverhouse students and provide a venue for alumni and friends to invest in the College by enhancing the quality of Culverhouse graduates, thus furthering the College’s vision.

In the 2015-16 academic year, Culverhouse students participated with Junior Achievement in teaching financial literacy to area schools for grades K-12. The Career Center also partnered with PriceWaterhouseCoopers for the Aspiring to Lead Women’s Leadership Program.

Culverhouse sponsored a chapter of the National Association of Black Accountants (NABA) again this year. The purpose of the organization is to encourage and assist minority students entering the accounting profession and to represent the interests of current and prospective minority accounting professionals. This is the 10th year the chapter has been on campus. The National Black Accountants aim:

- To promote and develop the professional skills of members
- To encourage and assist minority students entering the accounting profession
- To provide opportunities for members to fulfill their civic responsibilities

The College also sponsors the Accounting Career Awareness Program (ACAP). This is a program of The National Association of Black Accountants, Center for Advancement of Minority Accountants. The primary objective of the ACAP is to increase the number of high school students from underrepresented ethnic groups that attend college and major in accounting. Through ACAP’s efforts, students receive educational enrichment experiences and the practical help needed for college preparation and a career in
accounting. Scholarship funds are specifically dedicated to students that participate in this program and attend UA.

ACAP revolves around a one-week summer residency program from high school students. The program introduces students to career opportunities in accounting through a carefully tailored curriculum involving local university faculty and guest lecturers from business and government.

ACAP’s goals are:
- To increase the number of high school students from underrepresented ethnic groups who attend college and major in accounting
- To increase college enrollment of these particular ethnic groups overall
- To provide a pipeline program for directing these students to the accounting profession

This is the 7th year of the program. The focus is on talented under-represented ethnic minorities in Alabama. The purpose is to promote the accounting profession and recruit talented minorities to the accounting profession and the accounting program at UA. This program is planned, directed, and coordinated by Daphne Palmer.

The Culverhouse Majors Awareness Program (CMAP) is a diversity program for minority high school students. The purpose of this program is to recruit talented minorities to the College specifically and showcase the opportunities in the business school. Numerous faculty were involved in presentations to CMAP participants about programs within Culverhouse. All departments in Culverhouse are involved in this initiative. One of the College’s Board of Visitors members, Mr. Chris Hollinger, was invited to participate in the program to discuss career opportunities in finance and general business. Alton Sizemore, formerly of the FBI, talked with the group about forensic accounting as an emerging career option. The group also took a trip to a Vulcan Materials facility. This program is planned, directed, and coordinated by Daphne Palmer.

The Marketing Department held two programs related to CMAP. The first one was a general program that focused on the whole major and comprised of 4 faculty and students representing 3 specialty areas. The sales specialization presented a whole session involving their directors, students and former students.

The Information Systems, Statistics and Management Science Department supported the CMAP program with a number of activities.
- Organized a tour of the Mercedes plant for students.
- Dr. Emmett Lodree (African-American faculty member) spoke to the students about Operations Management.
- Organized a fun activity night for the students in AIME focused around information technology.
- Students and faculty spoke to the students about the MIS field.

The Alabama Entrepreneurship Institute (AEI) is located at the Edge Center for Entrepreneurship and Innovation in downtown Tuscaloosa. It partners with the West Alabama Chamber of Commerce and City of Tuscaloosa in creating opportunities for University faculty, staff and students to engage with local entrepreneurs and business. AEI’s role aligns with the University’s strategic diversity goal of enhancing awareness and appreciation of cultural and individual diversity and promotes community and tolerance to prepare students for the global society in which they will live and work. In April, 2016, the program coordinator for AEI, Tommie Syx, was awarded the Tuscaloosa Area Black Chamber of Commerce Spirit Award.

AEI supports internal and external programs which further the University’s diversity efforts, including:
- Collaborate with the Crossroads Community Center to develop a program to showcase successful African-American and Women Entrepreneurs during Entrepreneurship Week.
- Engage in efforts to increase the number of minority students entering business plan competitions and programs nurturing business startups.
- AEI staff engage with the Tuscaloosa Area Black Chamber of Commerce by attending workshops focused on developing minority business.
- AEI participates on the Neighborhood Partnership Committee to stay informed of community issues and build networks, resources and opportunities for AEI programs.
- Serve on the Council for Community-Based Partnerships, an interdepartmental council at UA who support engaged scholarship initiatives with the university and communities, particularly in the state’s rural and black belt areas communities.
- Support the Culverhouse Learning Initiative and Financial Training (LIFT) program by serving as the point-of-contact for UA student mentors and the community. LIFT is a faculty and student initiated program designed to reach out to the Tuscaloosa and West Alabama communities to improve job skills, and provide support to the small business community and local entrepreneurs.
- AEI’s Program Coordinator served on a panel for a Small Business Diversity Summit.

**Communication & Info. Sciences, College of**

On October 2015, Dr. Mark Nelson, Dean, **George Daniels**, Assistant Dean, and **Dr. Caryl Cooper** represented the College at the Fourth Comprehensive Diversity Conference of the Alabama Association of Higher Education Diversity Officers’ (ALAHEDO), which was hosted by the University of North Alabama in Florence. Drs. Daniels and Cooper co-presented a session entitled “From Non-Compliant to National Award Winner: Journey to Inclusive Excellence.” The session highlighted the efforts by the College to develop one of the first college-level diversity plans and how that resulted in an increase in faculty diversity and recognition with the AEJMC Equity & Diversity Award in 2015.

In January 2016, Dean Mark Nelson and Assistant Dean George Daniels led a delegation of faculty and students from C&IS who participated in the Realizing the Dream Legacy Awards Banquet, which was held at the Embassy Suites. As a result of meeting one of the Legacy Award Winners, Theresa Burroughs who received the Call to Conscience Award, Daniels later participated in the Black History Program hosted by Safe House in Greensboro, Ala. Daniels produced a multimedia report on the event, portions of which were carried in for *The Greensboro Watchman*.

In March 2016, the College hosted the 7th Annual Discerning Diverse Voices Symposium. Associate Professor Robin Boylorn coordinated this year’s event. Along with more than two dozen research paper and panel presentations, this year’s symposium included a pre-keynote panel featuring students of color on campus called, “How Does It Feel To Be a Problem.” The panel featured students from the “We are Done” group that staged a campus demonstration in the Fall 2015 semester and three students who produced a series of videos on the status of race relations at The University of Alabama.


The event brought journalists from around the country to Tuscaloosa for an event centered on diversity, media literacy, social media, entrepreneurial journalism and discussions on poverty. Approximately 120 registered for the summit. The summit featured a town hall meeting on reporting during the Civil Rights Movement, and lessons for today. Speakers came from around the nation and region, and included: Jennifer Crandall, Artist-in-Residence at Alabama Media Group; Jennifer Chang, deputy growth editor at Quartz; Willoughby Mariano, award-winning investigative reporter at the Atlanta Journal-Constitution; and Matt Leavall, Project Director at Alabama Innovation Engine. Department faculty helped coordinate the event and also helped lead some sessions, and students helped coordinate activities during the event.

Research and Creative Activity
In 2015-2016, faculty in the College of Communication and Information Sciences continued to make strong contributions to scholarship and creative activity in the area of diversity and inclusion. At least five books, one monograph and 35 peer-reviewed and professional journal articles were published. Another dozen book chapters addressed issues of diversity. Among them were:

- **Dr. Darrin Griffin** was third author for *Lying and Deception in Human Interaction*, 2nd edition, which provides readers with a critical understanding of deception necessary for evaluating the integrity of the messages they receive and send in daily life.
- **Dr. Kristen Warner** published her new book, *The Cultural Politics of Colorblind TV Casting*. Though his new book *My Southern Journey* and the public talks he gave about it and his recent biography of Jerry Lee Lewis, **Journalism Lecturer Rick Bragg** continued his personal journeys into Southern culture and into the South’s complicated and poignant relationship with race and class:
- Two C&IS faculty members, **Dr. Kim Bissell**, a professor of journalism and **Dr. Sim Butler**, an assistant professor of communication studies published a “Olympic Effort: Disability Culture, and Resistance in the 2012 London Olympic Games,” a *Journalism & Communication Monographs*.
- **Dr. Meredith Bagley** was a member of the author team for *Queer Praxis: Questions for LGBTQ Worldmaking*, which serves as a model for queer relationality, enlisting transnational feminist, critical communication, and performance studies approaches to build dialogue across and through differing subjectivities.
- **Dr. Jamie Naidoo**, associate and Foster-EBSCO Endowed professor of Library and Information Studies, was co-author of the book *Once upon a cuento: Bilingual storytimes in English and Spanish*, which was published by the American Library Association.
- **Dr. Robin Boylorn** received the 2016 *Reese Phifer Scholarship* grant of $11,000, in support of her research project, “Blackgirl Blue(s) meets Crunk Feminism.”
- **Journalism Chair & Professor Wilson Lowrey** and his co-author Elina Erzikova continued their exploration of the impact of political and economic pressures on local Russian journalists’ abilities to produce meaningful journalism. Their book chapter offered comparisons with local US journalism.

Highlights - Diversity Efforts in Classes
In spring 2016, renowned Cuban novelist and journalist Leonardo Padura spoke to the School of Library and Information Studies students, faculty, and staff about his challenging experiences as a literary artist and his determination to remain in Cuba.

Collaborative book project supervisors: Professors Anna Embree and Steve Miller began work with two SLIS graduate students on a collaborative book project with Cuban writer Rito RamÓn Aroche and Cuban artist Alejandro Sainz. (Spring 2016).

The Plank Center for Leadership in Public Relations hosted Doug Harris, CEO of The Kaleidoscope Group, at its summer board meeting. Harris spoke on “Driving diversity and inclusion initiatives in PR.” Advertising and Public Relations Instructor Susan Daria brought in Kelley Porter regularly to visit her classes and share insights about the Secret Meals For Children Program and the schools in the city of
Tuscaloosa and Tuscaloosa County that need the most help.

Dr. Suzanne Horsley hosted Jai Kensey (senior officer, development communications, at American Red Cross, Chicago). Kensey shared her experiences as a woman of color getting her start in a public relations career and traced her journey through agency and nonprofit work over the past decade. She also talked about the challenges of engaging various minority publics in development work.

In their Anatomy of a Trial class, Journalism Instructor Chip Brantley and Telecommunication and Film Instructor Andy Grace focused on the legal and personal travails of Cuban immigrants. Chloe Hill, a Computer-Based Honors student mentored by Chip Brantley and Andrew Grace, received two commendations at the 9th Annual University of Alabama Undergraduate Research & Creative Activity Conference. Her presentation, "In Fact: The Story of a Cuban Detainee Uprising in Talladega," received 2nd Place, Poster Presentation, and a special Internationally Focused Award.

In TCF 425/426: TCF in Los Angeles. Eighteen students spent six weeks in Los Angeles in Summer, 2015. Care was taken to schedule visits from media industry insiders who manifest diversity, and to schedule workshops on how women and minority students can develop successful careers in an industry still dominated by white males.

In the Department of Journalism, changes were made in JN 101 Intro to Journalism and JN 311 News Writing and Reporting, which added emphasis to the understanding of gender, race, ethnicity, sexual orientation and other forms of diversity, as well as intercultural (global) diversity, as they relate to journalism and mass communication.

In JN 101 Intro to Journalism, one of the “Ethics” themed days is spent primarily discussing representation of diversity in journalism, and students have readings on these issues ahead of time. In addition, AP style quiz questions on writing about diversity have been added. In JN 311 Newswriting, (1) an entire lecture is now devoted to diversity in news and media more generally, whereas before, diversity was addressed as a section of other lectures; (2) the instructor integrates these concepts into most lectures; (3) diversity questions were added to the weekly quizzes to assess students’ ability to think critically about diversity and use the AP Stylebook to report on it; and (4) a regular assignment has been added in which JN 311 student cover the Diversity Symposium (sponsored by our College’s Diversity Forum) in the spring.

Community Health Sciences, College of
The College of Community Health Sciences (CCHS) offers a community-based curriculum which introduces students to diverse communities across Alabama. Students have commended these opportunities, recognizing how a community-based curriculum better prepares them to serve the global society in which they will live and work.

The Tuscaloosa Longitudinal Community Curriculum (TLC²) is an innovative medical education program that promotes deeper student connections with patients through an immersive, community-based curriculum. The TLC² program has incorporated several minority physicians working in communities across the state.

One particular activity to be noted in this area occurred when TLC² students worked as advocates for individuals in Montgomery, Alabama, living with HIV/AIDS.

As part of the TLC² program, CCHS faculty and students collaborated with Horseshoe Farms to organize a Health Fair in Greensboro, Alabama. The Horseshoe Farms organization focuses on service and support
programs aimed to improve the quality of life of seniors, adults living with mental illness, and at-risk children in the Greensboro area.

Through the TLC² students are able to establish more meaningful relationships with their patients, learning to practice with patient-centered attitudes. Students see patients of all ages with medical needs across the spectrum of traditional and sub-specialty disciplines.

The University of Alabama-Pickens County Partnership, a health care teaching county, continues to provide sustainable health resources for the rural county and “real world” training for UA students. Students in medicine, nursing, social work, nutrition, psychology, health education, and other disciplines will gain practice and experience in Pickens County, and the county will get additional health resources.

Rural communities, like Pickens County in Alabama, face significant challenges to sustainability and growth. Along with education and jobs, health care is essential to sustain rural communities. Population characteristics of rural communities, where people are generally older, sicker and poorer than those in non-rural areas, predict the need for greater availability of health care services. This is intensified in Alabama where 41 percent of the population lives in rural areas, compared to 19 percent nationwide. Pickens County is regarded as 100 percent rural and, at 41st in health outcomes among Alabama’s 67 counties, is one of the least healthy counties in the state.

A Health Care Teaching County relationship immerses UA health professions students into Pickens County, linking them to providers and exposing them to patients and their needs as an extension of the county’s health care resources.

Efforts for the partnership will be completed in the following three areas during the next academic year:

- A Project Coordinator has been hired, and this position is overseeing daily activities, managing the fellows, coordinating the pilot grant projects, and building relationships within the Pickens County Community.
- Four Fellows have been selected to work in the county by partnering with community organizations, they will also complete a group project which will include health screenings for Head Start and Elementary students.
- The following pilot grant projects have been selected for funding during the 2016-2017 academic year. The goal is for these projects to become sustainable within the community after the year of funding is completed.

Disseminating the Power PATH mental health preventive intervention to Pickens County Community Action Head Start Program
UA Partners: Dr. Caroline Boxmeyer, Associate Professor of Psychiatry and Behavioral Medicine at CCHS, Dr. Ansley Gilpin, Assistant Professor of Psychology at UA, Dr. Jason DeCaro, Associate Professor of Anthropology
Pickens County Partner: Pickens County Community Action Head Start Program

TelePlay: Connecting physicians, families and autism professionals to increase early autism identification in Pickens County
UA Partners: Dr. Lea Yerby, Assistant Professor of Community and Rural Medicine at CCHS, Dr. Angela Barber, Assistant Professor of Communicative Disorders and the Clinical Research Director of Autism Spectrum Disorders Clinic.
Pickens County Partner: Dr. Julia Boothe, family medicine physicians in Pickens County

Improving Pickens County residents’ knowledge of risk factors for cardiovascular disease and Type 2 diabetes

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UA Partners: Dr. Michele Montgomery, Assistant Professor at UA’s Capstone College of Nursing, Dr. Paige Johnson, Assistant Professor at UA’s Capstone College of Nursing

Pickens County Partners: Pickens County Community Action Committee & CDC Inc., Pickens County Board of Education, Pickens County Head Start, Diabetes Coalition

**Development of a Rural Family Medicine Residency in Pickens County**
UA Partner: Dr. Richard Friend, Director of the CCHS Family Medicine Residency
Pickens County Partners: Jim Marshall, CEO of Pickens County Medical Center, Deborah Tucker, CEO of Whatley Health Services

**Pickens County Medical-Legal Partnership for the elderly**
UA Partner: Gaines B. Brake, staff attorney with the Elder Law Clinic at UA’s School of Law
Pickens County Partner: Jim Marshall, CEO of Pickens County Medical Center

**Improving access to cardiac rehabilitation services in Pickens County**
UA Partners: Dr. Avani Shah, Assistant Professor of Social Work at UA, Dr. Jonathan Wingo, Associate Professor of Kinesiology at UA, Sharon Crawford Wester, RRT, Cardiopulmonary Pickens County Partner: Rehab Pickens County Medical Center

**Alabama Literacy Project**
UA Partner: Dr. Carol Donovan, Professor of special education and multiple abilities at UA, Pickens County Partner: Jamie Chapman, Superintendent of Pickens County schools

**Bringing healthy food options and ease of preparation home to senior adults**
UA Partners: Jennifer Anderson, Director of Osher Lifelong Learning Institute at UA, Suzanne Henson, RD, LD, Dietitian and Assistant Professor of Family Medicine at CCHS.
Pickens County Partners: Anne Jones, Pickens County Family Center, Joe Lancaster, Mayor of Carrollton, Ala.

The University Medical Center partners with a telephonic interpretation company to provide interpretation of over 150 languages for our patients.

The University Medical Center practice provides patient care through over 75,000 patient visits a year to a population that represents all segments of the community, including a large percentage of economically disadvantaged individuals.

Each year, CCHS sponsors the Tuscaloosa African Film Festival, in conjunction with the Edward A. Ulzen Memorial Foundation (EAUMF). The festival centers around a different health-related theme each year. Past themes have included HIV, substance abuse, LGBT issues, and sexual abuse. The most recent festival had approximately 150 people in attendance, an significant increase from the year before (120).

**Diversity Related Outreach Efforts, Awards and Special Recognitions:**
Drs. Jennifer Clem and Pamela Payne-Foster continue to assist undergraduate and graduate students in their endeavors to start a student run community health project. The West End Health Project targets adults in an underserved minority community in Tuscaloosa focusing on three illnesses: diabetes, hypertension and obesity.

CCHS partners with the Good Samaritan Clinic, which is an interdenominational Christian ministry that provides free primary health and dental care, medication, health information, and spiritual support to people of every race, creed and gender who do not have health insurance. The Clinic serves patients who reside in Tuscaloosa, Greene, Hale, Bibb, Pickens, Sumter, and Fayette counties. Often referred to as “the
working poor,” many of the clinic’s patients are employed full or part-time and do not receive health insurance through their employment, but are unable to afford to purchase it. Through this partnership CCHS Family Medicine residents and faculty have expanded the capacity of Good Samaritan Clinic by creating a new clinic session each week, giving them the opportunity to experience firsthand training opportunities while also being emerged into a diverse community, expanding clinical capacity of the clinic and helping to prepare the residents for the communities in which they will one day serve.

**Teaching Activities with a significant diversity component:**
Within each discipline, medical student clinical curricula provides learning sessions which cover diversity awareness and cultural competency. CCHS also offers an elective course on cultural competency in healthcare and a discussion session for students on the intersection of religion, ethnicity and healthcare. The main campus of The University of Alabama School of Medicine in Birmingham’s Office of Diversity and Multicultural Affairs offers programs and events to educate medical students on all medical school campuses about the diverse populations they will serve including those assigned to the Tuscaloosa regional campus.

Additionally, Dr. Pamela Payne-Foster teaches a Cultural Competency and Health Disparities course for the community and rural medicine acting internship for all third year medical students. Dr. Payne-Foster serves as the faculty advisor for Effective Cross-Cultural Communication in Clinical Settings, a course designed by University of Alabama medical student Roshmi Bhattacharya that challenges future physicians to create an English-Spanish tool kit while learning to better communicate with Latino patients. Bhattacharya implemented the course to ensure that the healthcare needs of Tuscaloosa’s sizeable Spanish-speaking population are met. One part of the course concentrates on cultural competency and Latino health, and the other part is where students learn Spanish so they can interact better with patients. Bhattacharya conducts workshops for the course, and Dr. Payne-Foster leads the lecture portions. Students in the course also learn about health disparities, how cultural issues affect health and health-care costs and the link between effective communication and quality of care. Dr. Payne-Foster also teaches a Cultural Competency and Health Disparities course as an intensive short one-week course for first and second year medical students.

The following college-wide initiatives continue to have a growing impact within the College, University and communities:
Dr. Karen Burgess, Chair of our Pediatric Department also serves as the Medical Director for MedNet West. This organization is a private non-profit Health Care Management organization contracted with Primary Care Providers and in partnerships with Hospitals, Pharmacies, Social Service Agencies, Behavioral Health, and County Health Departments. They are charged with improving the health outcomes and reducing the cost of care through the Patient First Health Home eligible populations in Bibb, Fayette, Greene, Hale, Lamar, Pickens, Sumter, and Tuscaloosa Counties.

Dr. John C. Higginbotham, PhD, MPH, serves as the leader of Project UNITED, a Community Based Participatory Research project aimed at decreasing obesity in the Alabama Black Belt. Eleven community advocates from the Black Belt Community Foundation were selected to be Community Scholars in the project. They represent African American leaders from 7 counties in the Black Belt (Greene, Sumter, Macon, Marengo, Choctaw, Pickens, and Wilcox).

A key part of the College of Community Health Sciences’ mission statement is to improve the health of individuals and communities in rural Alabama. Often, these rural areas aren’t able to attract the needed physicians and specialists to their communities. That coupled with limited resources can make it challenging for residents to travel to the nearest available physician. In an effort to overcome these deficits the College, through the use of telemedicine, provide telepsychiatry and diabetes education services to a number of rural communities across the state. In September of 2014, the CCHS telemedicine
program expanded when CCHS received a $15,000 gift from Blue Cross Blue Shield. Dr. Karen Burgess, Chair and Associate Professor of Pediatrics and Beth Smith, a nurse practitioner, led a School Based Asthma Education Program which was held in DeKalb County. It is well documented that asthma disproportionately affects those who are poor and those who are from a minority population. This program provides education about asthma and management recommendations to school nurses, teachers, cafeteria workers, school administrators, and parents. As a result of this program, students, including the underserved, should have fewer exacerbations, missed school days, and missed parent workdays due to child illness.

**Continuing Studies, College of**

UASafeState offers free, onsite safety and health consultations to employers, with particular focus on construction trades and other industries with strong linkages to the Hispanic communities in Alabama. Members of the senior community took charge of their learning as participants in Osher Lifelong Learning Institute (OLLI) programs. The over 1300 individuals in OLLI elected board members who determined learning programs for the year, identified instructors, coordinated facilities with the University of Alabama’s College of Continuing Studies, and engaged with each other as a cohesive community. The program is distinguished by the volunteer efforts of its participants and promotes a culture of healthy and successful aging. Additionally, CCS supported OLLI by hosting the Southern Regional Learning in Retirement Conference to provide a forum for exchanging ideas and best practices about lifelong learning. The content included topics in diversity, curriculum, marketing, grant training, fundraising, travel, and building partnerships.

UA SafeState Environmental Programs continue to partner with the Alabama Department of Public Health to manage a statewide program for EPA’s new Lead-Based Paint Renovation, Repair, and Paint rule. This rule is intended to protect children under age 6 from the risk of exposure to lead paint during renovation activities in older homes and child-occupied facilities, such as day care centers. Minority children are considered to be a high-risk group for exposure to lead dust and will benefit from this program. Activities include training and certifying individuals and companies, many which are small, minority-owned, to perform lead-safe renovations in child-occupied homes, daycares, and other facilities.

These are the courses/programs that the College of Continuing Studies provided or facilitated during the past year that addressed diversity.

- Doing What Matters for Alabama's Children brought experts who discussed issues affecting children like domestic violence, bullying, and mental health.
- The Attention Deficit and Hyperactivity Disorder conference brought together experts who shared information for helping this marginalized group. Attendees included educators, counselors, parents, adults with ADHD, mental health professionals, and medical professionals. Other attendees were Alabama Department of Human Resources workers, social workers, school nurses, disability ministries and home school providers.
- Another conference targeted those affected by autism and challenged with full assimilation in society. The Alabama Autism Conference addressed common challenges in working with individuals with autism spectrum disorder (ASD), including access to early diagnosis and intervention, differential presentation of ASD in males and females, and understanding some of the less understood features of ASD, including sensory sensitivities and emotional difficulties.
- The Service Member to Civilian National Summit addressed issues facing active duty military people and their families during the transition from military to civilian life. The issues addressed included health, employment, families, and education.
- CCS manages a number of certification and training programs for the benefit of Alabama municipalities. One feature offered through these programs is the Burton Scholarship; this is
focused on scholarships for under-served municipalities across the state that represents the economically challenged portions of the state.

**Education, College of**
The College of Education houses the Alabama Wheelchair Athletics program, which includes a women’s basketball team, a men’s basketball team, a rowing team, and a tennis team.

The College is also the home of the CrossingPoints program that teaches young adults with disabilities about adult life skills. This partnership with the Tuscaloosa City and County school systems provides transition services to students as they move from high school to adulthood. CrossingPoints participants interact with a multitude of UA students via practicum and volunteer experiences. In the process, these students gain a greater appreciation for the presence of persons coping with intellectual impairments.

In the Department of Curriculum and Instruction, the formal collection of measures in the students’ professional growth includes one dedicated to the disposition of diversity. Similarly, graduate syllabi in the department were rewritten to include information on dispositions to include diversity. The Elementary Education practicum courses and classroom management courses in the department included instruction and assessments relating to diversity, and the comprehensive exams for Masters students, Educational Specialist students, and TEP Writing exam for undergraduates were all rewritten with greater emphasis on the dispositions, of which diversity is a key component. In the same way, the Elementary Education alternative certification Master’s degree program in the Department of C&I was rewritten to increase interest among new diverse populations.

Faculty members in C&I continue to demonstrate a diversity outreach in their varied service commitments to the schools. Dr. Latrise Johnson, for instance, teaches her methods classes in her professional development classroom at Central High School, a high poverty school serving nearly 100% African American children; Drs. Dennis Sunal, Jeremy Zelkowski, and Cynthia Sunal received external funding to support 23 student freshmen and sophomore interns who are currently community college students underrepresented in STEM fields and education. These students spent 3-5 weeks in paid summer campus internships and may qualify for large scholarships in upper division teacher education coursework at UA; Drs. Dennis Sunal and Cynthia Sunal received external funding to provide institutes for physical science teachers, many of whom enter our graduate programs. The institutes work with content and inquiry pedagogy to strengthen teaching of physical science throughout the state with a focus on federally identified high needs schools; Dr. Dennis Sunal worked with 77 physics teachers across the state to enhance teaching physics to often underrepresented populations of students.

The College actively pursues degree programs in coordination with schools that enroll large numbers of minorities. For instance, the master’s degree in Educational Leadership has begun recruitment in the City and County of Tuscaloosa school systems; meetings held this spring on location of the sited of both systems have resulted in several African American applicants. Similarly, students in the Multiple Abilities Program [MAP] cohort participated in learning experiences with diverse students in Alabama’s Black Belt Region. The Belser-Parton Center is also active in assisting mostly minority children who struggle with reading in both the Birmingham and the Greensboro areas.

Under the leadership of Dr. McHargh, Director of the Office of Recruitment and Alternative Certification, the Office of Student Services and Certification has been active in engaging in programs and activities that promote diversity activities. These include: supporting a diverse student ambassador team; sponsoring the annual Future Teacher’s Day, which places a special emphasis on bringing high school students to campus from rural and high minority settings; visiting Bishop State and Shelton State Community Colleges, each designated as Historically Black Colleges, for recruitment purposes; attending the NACAC Recruitment Fair in Birmingham, AL, which brings a significant number of African
American to the event; programming special bulletin boards for African-American and Women’s History Months in Graves Hall; and advising Alternative Certification Master Students, many of whom are African-American students. The Teacher Cadet Program provides entering freshmen with an opportunity to volunteer in a local educational setting under the guidance of an experienced and certified classroom teacher. The Cadet Program links UA students with the community in meaningful and important ways.

Each year, the Department of Music Education has some involvement with the School of Music to sponsor a wide variety of concert series featuring a diverse range of musical styles. Particular attention is given to the scheduling of artists and concert presentations that will appeal to a broad and diverse demographic throughout our community and region. Active attempts are made to attract and establish a diverse base among our patrons and regular concert attendees. Specific examples of this can be seen in recent programming for the University’s premier concert series, The Celebrity Series. Among the annual concert offerings in the School of Music is the Martin Luther King Celebration Birthday Concert. This concert by definition attracts a highly diverse and representative minority audience. This affords the University of Alabama community close interaction with substantial numbers of representatives from our local minority community.

Departmental courses in ESPRMC all have readings and/or course projects linked to diversity: Counseling—Disability, Multicultural Approaches to Counseling; Ed Research—Qual I: Representation, Qual II: Ethnographic Approaches, Qual III, Special Topics: Narrative Representation; Ed Psych—Advanced Seminar on Multiculturalism, Social and Psychological Foundations of Education.

The ESPRMC department also sponsors an annual graduate student symposium. This past spring, the seminar had representation from five colleges with student presentations dealing with a wide-variety of issues on diversity. Additionally, the keynote speaker dealt directly with character education as it relates to diverse populations.

Engineering, College of

The College of Engineering strives to ensure our graduates are prepared to live in a global society. In fact, one of the program objectives necessary to receive ABET accreditation is to “provide the broad education necessary for graduates to function in a global society.” Thus, the College of Engineering does a number of things to ensure students and faculty members are aware of the need for our graduates to be prepared to live in a global society. Some of these include:

- The University requires a training workshop for all new graduate teaching assistants. Diversity education is an integral part of this workshop. Similarly, all new members of the faculty at the University attend orientation sessions that highlight diversity needs.
- Mr. Greg Singleton is the Director of the Minority Engineering Program in the College of Engineering. Mr. Singleton attended numerous conferences related to multicultural engineering including:
  - National Society of Black Engineers (NSBE) National Convention
  - National Association of Multicultural Engineering Program Administrators (NAMEPA) National Conference
  - GEM National Conference
  - SECME Summer Institute
  - Fifth National Conference on Best Practices in Black Student Achievement
  - Alabama Diversity Conference
  - National Association of Multicultural Engineering Program Administrators (NAMEPA) National Conference
  - National Society of Black Engineers (NSBE) National Convention
- The Multicultural Engineering Program Incentive Program initiated in 2003 continues to be an overwhelming success. Students who participate in activities sponsored by the MEP as well as
other engineering-related activities receive a financial incentive for the next fall or spring semester. Mr. Singleton is the director of the MEP. His duties involve all aspects of minority student recruitment and retention including admissions, co-op, placement, career development, student affairs, academic affairs, student life, financial aid, and residential life. He continues to participate in various recruiting events, makes contact with hundreds of prospective students, serves as a personal mentor and locates tutors to aid students with their studies.

- The Student Introduction To Engineering, SITE, summer program, designed to provide rising high-school juniors and seniors with an overview of engineering, continues to be a popular summer project for the MEP. The MEP coordinator continues to serve as co-director of the SITE program. Over the last few years, SITE has averaged approximately 25 percent minority participation. Further, the College of Engineering has provided scholarship support for students from Sumter County in the state’s Black Belt to attend SITE.

- The UA chapter of the Society of Women Engineers is a robust chapter that has earned national recognition. Enrollment currently sits at an all-time high, and the UA leads the nation with the most members selected as Outstanding Collegiate Members since 2009, including two students selected in fall 2014. In fall 2015, the chapter hosted a national and organized an outreach effort, “Wow! That’s Engineering.” The UA SWE chapter organized and hosted a day-long conference for middle-school-aged girls, many from underrepresented backgrounds. The conference exposed the girls to STEM concepts, and engaged them in projects throughout the day.

- Student Engineers In Action, SEA, formerly UA Engineers Without Borders, was founded in the fall of 2005. It exists to provide solutions to problems in developing communities both locally and internationally. These solutions are obtained by partnering with these communities and finding out what needs they have and using innovative engineering design and implementation to obtain environmentally sustainable, equitable, and economical final products. On campus, SEA is a diverse group of students that spans all disciplines of engineering offered at The University of Alabama as well as students from other majors. Members range from freshman all the way up to Ph.D. candidates. Through partnerships with other on-campus organizations, such as Freshman Forum, we are developing locally and internationally responsible students with a broad range of skills from engineering design to public relations to logistics planning.

- The College also continues to be an active member of the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM), which for over 15 years has worked to increase the number of underrepresented minority students pursuing graduate degrees in engineering and science. Through the GEM M.S. Engineering Fellowship Program, underrepresented ethnic minority students have the opportunity to obtain a master’s or Ph.D. through a program of paid summer internship and financial assistance during the academic year. On Sept. 13, 2014, the UA College of Engineering co-hosted a GEM Grad Lab at The University of Alabama at Huntsville. Close to 85 underrepresented students from the southeast participated in this event to encourage students to attend graduate school in engineering. Other co-hosts included Auburn, Louisiana State, Mississippi State universities along with the University of South Carolina. The UA College of Engineering hosted this event in 2013. Mississippi State hosted the event in 2015.

**Graduate School**
In 2015-16, 31 students (35% African American), 31 peer mentors, and 31 faculty mentors participated in the Tide Together mentoring program. Since its inception in 2009, the Tide Together program has served 204 students from underrepresented groups, achieving an attrition rate of less than 10% attrition. Nationally, Ph.D. attrition is well in excess of 50% for underrepresented students. The associated professional development program emphasizes diversity and inclusion in preparing the participants for a career in academia. Program data and outcomes around Tide Together have been presented regionally and nationally.
The Graduate Parent Support Program (GPS) served over 900 student parents this year. Regional and national presentations by UA Graduate School personnel (Cori Perdue, Andrew Goodliffe, Tyler Chesnut, and Stephanie Charles) have highlighted the importance of supporting graduate students who are also parents. The GPS program also includes:

a. Sitters for Service, which provides up to 30 hours of free babysitting to graduate parents.

b. Houses Against Hunger, which supplies free meals once weekly for families and students (in co-operation with sororities and fraternities).

The Graduate School works with the African American Graduate Student Association to promote career development strategies. Members of the African American Graduate Student Association are assigned to positions on the Graduate Council and the Last Lecture Committee.

The Graduate School works with UA students and the Southern Regional Education Board (SREB) to maintain a UA-SREB student chapter. In spring 2016 the student chapter co-hosted the 8th annual SREB picnic in the Shelby Hall courtyard, bringing together current and prospective SREB Doctoral Fellows, Tide Together students and mentors, McNair Fellows, Gates Millennium Scholars, faculty, and key administrators from the Alabama Commission on Higher Education and the SREB Program.

As mentioned above, the Graduate School has for the past three years hosted the Women in STEM experience symposium to raise awareness of the importance of diversity and inclusion in STEM fields. This event has promoted networking among women in UA STEM fields.

The Graduate School offers an International Teaching Assistant Program each fall that helps international graduate assistants acclimate to instructional styles, techniques, academic culture, and assessment procedures at UA.

**Honors College**

The Honors College has a number of outreach programs specifically designed to facilitate interactions between students from the Honors College with a diverse range of partners in the community setting. Multiple University Honors Program (UHP) service-learning courses involve tutoring at-risk, disadvantaged elementary school students, which includes a large representation of minority students. Conversely, our Math Monday, Every Move Counts Chess Club, High Achievers program and the ACT Prep, College Readiness and AP Prep courses work to provide advanced instruction to high-potential minority students who are identified by teachers in several of our partnering elementary, middle and high schools in the Jefferson, Madison, Perry and Tuscaloosa county school systems. The College Readiness and ACT Prep programs provide college preparatory instruction for minority students to facilitate goal-setting, effective study habits and advanced test-taking skill development lead by Honors College students. The Honors College Assembly (HCA) students also contribute considerable time and effort to assisting community members through its Community Service/Outreach division by offering programs such as Healthy Habits, Beautiful You and the Cultural Arts as extra-curricular activities for students attending several after-school programs.

Diversity issues are addressed in many, if not most, of the other University Honors (UH) courses. Students in the “Culture and the Human Experience” and “Culturally Speaking” courses receive instruction that is specifically designed to sensitize our students to the differences in various foreign cultures. The upper-level courses taken by the International Honors Program (IHP) students contain cross-cultural international components, and students are required to spend a minimum of ten weeks studying abroad. Honors College also offers international service course through the Alabama Action Abroad program. Students obtain a cultural immersion through directed studies and service activities in Belize, Costa Rica, Ecuador and Nicaragua. Honors College also offers Honors courses in: England, France, Iceland, Italy, Ireland, New Zealand, Scotland and Spain. In addition, the Honors College partners
with the Capstone International Academic Center and other colleges to provide students with opportunities to study, conduct research, engage in service and build work experience through courses and internships abroad. On campus, the Honors College Assembly sponsors a “First Friends” program for international students in which Honors College students serve as conversation and social acclamation partners for international students. The University Honors Program (UHP) is proud to offer courses in African, Asian and Latin American culture, Cross-Cultural Studies in Literature, Southern Culture and Values, and the Hispanic experience in America as well as courses addressing responsible citizenship and social justice. The Computer-Based Honors (CBH) Program students conduct research projects under the guidance of faculty mentors to address issues such as the effectiveness of various ACT/SAT test preparation approaches for minority students, minority rural health issues and effective corporate communication strategies for cross-cultural consumer groups. The University Fellows Experience (UFE) students partnered with several Black Belt communities to execute multiple service-based projects involving community members from the local school systems, civic organizations, businesses and local artisans. The projects ranged in focus from community building and economic development to healthcare quality improvement to academic performance enhancement. The UFE also launched a deliberative dialog discussion group to directly discuss and resolve sensitive issues across a diverse range of cultural groups. Honors College students founded new programs and faithfully supported existing programs with an emphasis on serving the underprivileged members of the community. Examples of Honors College student community service leadership include a Head Start Program for rural minority children, a Read First tutoring initiative, ACT/SAT tutoring courses, the DebateFirst program, academic and social mentoring for elementary and middle school students, healthy habits exercise programs for elementary students and a self-esteem building program for middle school girls. Honors College students also provided significant support to the SaveFirst, FocusFirst and CollegeFirst initiatives specifically targeting low-income families.

The Honors College Assembly implemented several programmatic efforts in which students explore the dimensions of diversity and cultural similarities through a variety of social activities throughout the year. To inform our students of the multitude of opportunities to explore diversity, the Honors College weekly electronic newsletter sent to all Honors College students and faculty specifically includes a section detailing the intercultural events available on campus as well as application details for academic, research and service opportunities available through various programs around the globe. The Honors College also specifically addresses our goal of enhancing the diversity of our learning environment at our annual faculty planning meeting and reinforces this goal at our monthly faculty meetings.

**Human Environmental Sciences, College of**

Dr. Angelia Paschal, associate professor, and Dr. David Birch, professor and chair of Health Sciences, are working toward the initiation of a department institute or center that will focus on research and health promotion programs that address health equity and health disparities of diverse populations. Diversity issues are a key component in The Marriage and Family Therapy (MFT) curriculum. The Capstone Family Therapy Clinic (CFTC) mental health services are offered on a sliding fee scale with a stipulation of “no refusal of service” due to inability to pay. Also, the Marriage and Family Therapy faculty participate in the Healthy Marriage Initiative which promotes healthy marriages among African Americans. The MFT program has developed a partnership with University Medical Center (UMC) where patients (often minorities) in family practice, psychiatry, obstetrics/gynecology and pediatrics are referred to the Capstone Family Therapy Clinic for mental health counseling. In addition, Dr. Lloyd Williamson (African American) from UMC consults monthly with MFT faculty and graduate students.

As part of an increase in cultural and diversity awareness for Human Nutrition and Hospitality students the department is investigating the establishment of a partnership with The Crossroads Community Center, a center at the University of Alabama that is focused on promoting cultural diversity and understanding.
Dr. David Birch, professor and chair of Health Sciences; Dr. Angelia Paschal, associate professor; and Dr. Brian Gordon, assistant professor have moved forward in the planning of a study assessing the race and ethnicity of faculty members in health education professional preparation programs in the United States. This study is a replication of a 2010 study in which Dr. Birch served as principal investigator. This study will not only make a contribution to the professional of health education but also provide visibility to the department’s commitment to cultural competency and health equity.

HS faculty were co-authors on 10 peer-reviewed presentations addressing health among underrepresented individuals/groups at national health education/public health conferences. In addition, faculty members served as co-authors on two peer-reviewed articles in national journals that addressed health among typically underrepresented individuals/groups.

Dr. Angelia Paschal authored the chapter on cultural competency in a new book, Promoting Health and Academic Success: The Whole School, Whole Community, Whole Child Approach. This book is based on a new academic success/health promotion model developed in conjunction with the Centers for Disease Control and Prevention.

The curriculum in History of Interiors begins with the study of Africa, China, India, Japan, and then the Middle East. These “source” cultures for the decorative arts and the artifacts of civilization hold the attention of students who sometimes have a narrow perspective of the built environment. This organization of the development of man from a time line allows students to realize for themselves the impact of other cultures and the importance of embracing the value of ethnicity in the study. This effort helps multicultural students to feel included.

As part of the Community Nutrition and Nutrition Education courses, students learn about issues impacting the culturally diverse population of the community. Students learn how Federal Assistance Programs impact society. As a service-learning component of the curriculum, students conduct nutrition education with Head Start students through a partnership with local Head Start agency.

The Children’s Program is designed intentionally to accept children from diverse family units to provide an array of races/cultures/ethnic groups for UA students to observe as they complete course requirements.

Because diversity is such a critical aspect of education in today’s environment, HES has added a cultural diversity component beginning in the spring of 2016 to HES 310 Issues in Human Environmental Science, a required course for all majors. In addition to faculty completing the mandatory diversity training, departments provide many opportunities for students to experiences diverse cultures.

Department activities are identified below:
- HS hosted Dr. Camara Jones as its 2015 National Public Health Week Scholar. Dr. Jones is the President-elect of the American Public Health Association and a professor in the School of Medicine, Morehouse College. She is a well-recognized author and speaker in public health issues related to health equity and disparities. As part of her Scholar activities, Dr. Jones gave a presentation titled, “Achieving Health Equity: Addressing Racism and Other Systems of Structured Inequity.” This presentation was open to the campus community.
- The Athletic Training Education Program, as part of its yearly orientation program for incoming students, hosts “A Dialogue on Diversity.” As part of the Athletic Training undergraduate program, at mid-semester and the end of the semester, each student is evaluated on “Acceptance of Cultural Diversity.”
- HS has developed a new health education graduate level course addressing health equity and health diversity. This course is open to MA and PhD students and will be offered for the first time during
the fall, 2015 semester. The department continues to offer undergraduate health disparities courses. This course was offered to majors (and other students) for the first time during the fall, 2013 semester.

- NHM supports many local efforts that support diversity such as working with Head Start to provide Nutrition Education for the participating Head Start students. Students enrolled in the Coordinated Program for Dietetics performed service learning experiences with local agencies that provide support and nutrition education to low-income, ethnically diverse populations in the Tuscaloosa and Northport areas.

- A researcher in Food and Nutrition is conducting a nutrition education project in the Black Belt with multigenerational families who are low-income. All families currently enrolled in the study are African-American.

- In Clothing and Textiles multicultural students are encouraged to explore their ethnicity in the development of their fashion design choices for their senior collections each fall. This creates an opportunity for expression both among their peer group and the public in the annual fashion show. This year the outstanding collection was designed by an African-American student who was supported by a large number of family members at the show. The family supports their daughter and they support us for providing her with respect as well as opportunity.

- Diversity efforts can be found in the following HDFS classes:
  - HD 382, Parent and Family Development, and HD 535, Parent-Child Relationships, require students to complete research readings devoted to the topic of ethnic variations in parenting. The students study the influences of race, ethnicity and culture on parenting from an intra-cultural and cross-cultural perspective. Also, the undergraduate students participate in tutoring programs for at-risk students in the local school system. Most of the children who participate are from minority families who also experience economic hardship.
  - In introductory development courses (HD 202, Infant Development; HD 205, Preschool Development; HD 302, Adolescent Development) and in the introductory family course (HD 382, Parent and Family Development), emphasis is given to methods for studying the impact of culture on child development; cultural values and practices that shape family interactions (the African American extended family, for example); and cultural differences in child and adolescent behaviors.
  - In HD 321, Conceptual and Creative Experiences for Young Children I, emphasis is given to the importance of including multicultural curriculum experiences for young children in the areas of music, dramatic play, and art. HD 322, Conceptual and Creative Experiences for Young Children II, focuses on diversity in teaching literature and language arts.
  - HD 401, Cultural Influences on Children, Youth and Families, is taught online to provide students with a clear understanding of race and ethnicity in the political, social and historical contexts.
  - Students in HD350 class are required to complete a Diversity Tip, which is a handout that informs addictions counselors how to tailor addictions treatment to a variety of diverse populations (in terms of gender, race, culture, sexual orientation, or special needs such as mental or physical disabilities or homelessness, etc.).

- At the Capstone Family Therapy Clinic, about 30% of the client load is provided pro bono, reaching a population that cannot receive services elsewhere.

- Faculty bring several guest speakers from a broad array of cultures, ethnic groups, races and perspectives. Examples are presenters from Tuscaloosa One Place, Turning Point, Youth Villages, Family Court and Playmaker Project Joy.

- A prominent part of Dr. Totenhagen’s research centers around understanding the stressors in diverse couples, most specifically those that same-sex couple experience, how they cope, and how it impacts their relational well-being. She recently wrapped up data collection on an external grant-funded projected “Same Sex Stress: Understanding the Role of Stress on Same-Sex Relationships” and has
one manuscript under review focusing on how lesbian couples cope with workplace discrimination stress (and have been offered a revise and resubmit) and also had two peer-reviewed conference presentations with an additional 8 accepted and forthcoming on related topics. One of these forthcoming presentations, led by a student researcher at another school, focuses on the effects of dyadic coping and interracial status on same sex couples’ anxiety.

- Internship placements include diverse groups, such as special needs children (Early Intervention Program with Community Services Program of West Alabama and The Alabama Institute for Deaf and Blind), domestic violence victims (Turning Point and Child Abuse Prevention Services), homeless children and families (Jessie’s Place), women subjected to sexual assault and other issues (Women and Gender Resource Center), low income families and children (Tuscaloosa’s One Place family resource center), high-risk parents (BabyTalk, WIC Clinic, Maude Whatley Clinic), the elderly (Caring Days and Capstone Village in Tuscaloosa, and the Center for Advocacy for the Rights and Interests of the Elderly in Pennsylvania), sliding scale counseling programs (Capstone Family Therapy Clinic), programs dealing with addictive behavior (Christian Counseling Center), and programs designed to address research-based treatment philosophies in the field of diverse children's mental and behavioral health (Youth Villages). Similarly, interns work with the Endowed Research Chair’s research team studying poverty level adolescents in Mobile, and students in the child life concentration work at numerous hospitals with patients of different ethnicities and races who present unique medical conditions.

- Some research studies conducted in Dr. Maria Hernandez-Reif’s Pediatric Development Laboratory focused on diversity. One study included a diverse sample of children from West Alabama. An ongoing study, conducted by African American master’s student, Ashley Dobbins, investigated whether depression and living status is greater among African American as compared to Caucasian pregnant women.

- The Children’s Program holds an annual Holiday Cultural Celebration where families share their unique cultural celebrations, thus communicating a respect for diversity among children and families of UA and the wider community.

Law, School of
The Dean of the Law School and his staff promote and communicate the Law School’s commitment to diversity through the school’s publications and programs for students, faculty, staff, alumni, the bar and the academy.

Students are exposed to issues of inclusiveness and promotion of community and tolerance through a variety of diversity-related courses identified in the University-wide Guide to Courses with Diversity and Multicultural Content. Examples include courses on civil rights legislation, disability law, employment discrimination, gender discrimination, immigration law, international law, poverty law, race, racism and the law, public interest lawyering, juvenile justice, and criminal justice issues. The Law School continues to encourage the exploration of issues concerning race, class, culture, gender, sexual orientation, and disabilities. Several faculty members write and/or teach in these areas. The curriculum routinely offers courses, seminars, and mini-courses considering these issues. For example, a course in “Lawyers and Social Change” was offered during the fall semester of 2015.

Our faculty colloquium series often features presentations that add to the diversity of opinion and thought within the Law School. During this academic year, for example, Professor Stephen Rushin of our own faculty presented a paper entitled From Selma to Montgomery and Professor Paul Butler of Georgetown Law School presented Chokehold: Policing Black Men. The Law School also hosts outside speakers. For example, Congresswoman Terri A. Sewell, African-American woman, spoke on careers in public service on February 22, 2016.

The Law School supports the research efforts of its own faculty as it explores the law and the legal system in terms of race, gender, and class. Such scholarly works have been supported by the Dean’s office
through research grants and recognized through the Dean’s Scholars program, which honors and rewards outstanding research by faculty.

The Law School’s commitment to diversity and related issues is reflected in the symposia and conferences held during the 2014-2015 academic year. The Alabama Civil Rights and Civil Liberties Law Review organized a symposium titled Redefining Clearly Established Rights after Ferguson: § 1983 Claims and Community Policing from Hope v. Pelzer to Kingsley v. Hendrickson. Several prominent speakers addressed issues of use of police force and community policing in the wake of the deaths of Michael Brown, Freddie Gray, and Tamir Rice. Also, a symposium convened by Professor Austin Sarat of Amherst College, titled Rhetorical Process and Legal Judgments, touched on issues such as equality before the law, the civil rights era, and same-sex marriage. Finally, there was a series of three student-initiated programs on topics relating to diversity. These well-attended programs were a response to an incident of racial insensitivity at a Student Bar Association tailgate party. With funding from the Dean’s office, student leaders organized three programs that explored the dynamics of diversity within a law school. The first program (January 11th & 12th) discussed cultural competency and was led by outside experts Alfred Sullivan and Cecilia Orellana-Rojas. The second program, called Dialog in the Dark (February 8th) allowed students to submit questions anonymously to a diverse panel of student leaders. A second presentation of Dialog in the Dark was held on March 24th.

Several student organizations reflect the Law School’s commitment to diversity including the Black Law Student Association (BLSA), advised by Professor Bryan Fair, an African-American male; Outlaw (an LGBT-oriented organization), advised by Professor Heather Elliott, a white female; and the La Raza Law Students Association, advised by Professor Adam Steinman, a white male. The Law School allocates significant financial and other support to these organizations, enabling their members to participate in local, state, regional, and national programs and meetings. For example, the school has provided substantial funding for:

- The local chapter of BLSA, which sponsors a series of programs and an annual banquet. BLSA continues to co-sponsor events with other law student groups, seeking to promote a more diverse and welcoming community at the Law School
- Travel expenses for students who hold a national level offices in student organizations or are candidates for such positions
- Student participation in the BLSA Frederick Douglas Moot Court Competition, the BLSA Thurgood Marshall Trial Advocacy Competition, and the Hispanic National Bar Association Moot Court Competition

Cultural and geographic diversity within the Law School was enhanced last year by the presence of students from Australia for several weeks. The Law School is committed to increasing the presence of international visitors within the Law School as well as its students’ opportunities for cross-cultural experiences in other parts of the world. The Law School has recently renewed its student exchange relationships with National Law University, Delhi, and the Buchmann Faculty of Law, Tel Aviv University.

Under the direction of Professor Mary Ksobiech, the Law School’s Summer Academic Excellence Program contributes to the enrollment of a diverse class and ensures that the students have the guidance they need to succeed. For the 2015 summer program, Professor Grace Lee, an Asian-American female, taught Contracts while Professor Ksobiech, a white female, taught an experimental course entitled Introduction to the Study of Law. The latter course was designed to introduce students to the legal system and legal reasoning, as well as to provide special instruction in study skills, writing and exam preparation. In addition, BLSA sponsors academic support programs from its members over the academic year with the support of the Dean’s special development efforts and the help of alumni.
The Dean also met with student leaders from most of the major student organizations to keep open lines of communication with the students. In addition, the Dean met regularly with the President of the Student Bar Association and the President of the Black Law Student Association to discuss any student concerns. Participants at these meetings tend to be diverse by gender, race, class, sexual orientation, and ideology. The goal is to encourage students to share concerns with the administration and with each other, and to encourage collaboration among student groups.

**Nursing, College of**

Many undergraduate MSN and DNP courses include content that enhances awareness and appreciation of cultural and individual diversity. This content is of critical importance for CCN graduates to prepare them to care for diverse populations.

Additionally, all nursing graduate students are expected to examine and complete the activities on the *Cultural Competency Resources* component of the CCN website. Nursing students at all levels are encouraged to engage in elective courses that include cultural immersion experiences. During the past academic year, the college offered international study and service abroad experiences in Africa, Asia, Europe and Latin America.

Several CCN faculty focus their research endeavors on underserved and minority populations. An exemplary scholarly product for the current year is a featured issue of the journal, *Nursing Clinics of North America*. All articles in this issue of the journal focus on nursing care for *Rural and Medically Underserved Populations*. The issue was guest edited by CCN faculty member, Dr. JoAnn Oliver. Dr. Norma Cuellar was recently appointed to serve as Editor-in-Chief of the *Journal of Transcultural Nursing*.

**Social Work, School of**

Our efforts to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced fall into five general categories 1) explicit curriculum, 2) implicit curriculum, 3) diversity related activities/events and 4) international activities including field placements and visiting scholars and 5) faculty and student publications.

**Curriculum (Explicit)**

- All of our courses are infused with diversity-relevant content; several required courses emphasize diversity. In attachment 1 are brief descriptions of *required courses* that emphasize diversity.
- Our undergraduates are required to complete a course in Western Civilization and to complete two semesters of a foreign language (not computer science). We require these classes to ensure that our students’ educational experiences extend beyond material related specifically to the United States.
- Our School’s *service learning opportunities* embedded in our curriculum require students to develop, enhance, or maintain skills working with diverse clients in a variety of social service agencies. During the 2015-2016 academic year, 564 social work students provided over 184,230 hours of community service in agencies serving diverse populations. The following illustrate the variety of diversity-related activities our students complete over the course of an academic year.
- Our students BSW and MSW students complete their field education in different settings to provide diversity in practicum experiences. Placements provide experiences with diverse staff and clients (diverse ethnic, racial, and gender groups).
- In SW 100 Introduction to Fields of Social Work Practice and SW 320 Volunteerism, undergraduates provide volunteer service to underserved, diverse populations. These included volunteer activities at community soup kitchens, American Red Cross, RISE Program for developmentally delayed children, senior citizen activities programs, juvenile detention programs, and Boys and Girls Clubs as well as after-school tutoring programs for high-risk children youth and mentoring activities with behaviorally challenged children.
• In SW 442 (Fall) and SW 542 (Spring) Social Work Practice with Communities and Organizations, BSW and MSW students assess designated communities’ needs and strengths. Students then engage community leaders/key informants to partner with them to develop community intervention strategies.
• In several other courses, faculty members include learning activities with a diversity emphasis.
• During the interim session each year, a faculty member offers students an opportunity to visit Mexico or Hong Kong (we alternate years) to have a cultural experience and learn about social work in a different setting.
• The School of Social Work’s Youth Services Institute (YSI) offers field education placement opportunities for our BSW and MSW students. YSI provides several diversity experiences for these students. Two such experiences are described below.
• The Working on Womanhood (WOW) program at the Girls Intensive Education and Treatment Facility offers UA student placements in an environment where students can build skills working with a diverse population including assisting individuals and families affected by poverty, mental health issues and delinquency. WOW also exposes UA students to serving individuals of varied cultural, religious and ethnic backgrounds.
• The Accountability Based Sex Offender Program: Continuum of Care, UA students are provided opportunities to work with Hispanic and deaf population.

Curriculum (Implicit)
• Prospective MSW students are required to write a diversity essay for consideration for admission to the MSW Program
• Our student organizations (The Undergraduate Social Work; The Social Work Association for Cultural Awareness; the Phi Alpha Honor Society, Psi Chapter; and the Doctoral Student Organization) conducted several service projects. Each project provided service to diverse groups.
• Our Diversity Committee, composed of faculty, staff, and students appointed by the dean, is charged to advocate the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socio-economic status. The committee promotes an appreciation for and understanding of diversity and affirms the value of and incorporating diversity into all aspects of the educational experience. This committee is responsible for (a) Coordinating events for African American Heritage Month and the Ethel Hall African American Heritage Day Celebration. Diversity Committee members have also been active with the UA Crossroads Network.

Diversity-related Events and Activities
• African American Heritage Month and Day: In 1989, our School held its first African American Heritage Month Celebration and we have continued to have a celebration every February since then. We have named the event The Dr. Ethel Hall African-American Heritage Celebration Event, in honor of the first female African American to earn a PhD from our school. On February 19, 2016 the School of Social Work and UA Crossroads hosted the Ethel Hall colloquium featuring Dr. Clinton Dye. Dr. Dye is the President and CEO Human Service Systems, Inc. in Atlanta, GA. Dr. Dye’s presentation was entitled: “An Observation of the Developmental Histories of the National Urban League Movement and Social Work Practice”. Attendees were invited to a dessert reception following the presentation.
• Anti-harassment training: All faculty and staff completed the online harassment training module and reported their completion to our harassment resource person.
• Equal employment opportunity training: The assistant dean, our school’s designated individual for EEO-related matters, encourages all search committee members to review the training materials provided by UA for that purpose.
• Hispanic Heritage Month Celebration: On September 28, 2015 the School of Social Work presented a 1 day celebration entitled: Learning, Networking, Solidarity and Hispanic Cuisine. The schedule of
events included a community social services networking fair, a colloquium entitled “Guerrilla Advocacy in the South: Challenges and Triumphs in Immigrant Rights” presented by Josh Medina, JD, Program Coordinator, Immigration and Access to Justice Program and Vanessa Stevens, Program Coordinator, Community Engagement and Education Program from The Hispanic Interest Coalition of Alabama from Birmingham, Alabama

- **Phi Alpha Honor Society Symposium:** The Phi Alpha Honor Society of The University of Alabama School of Social Work hosted a symposium entitled “Aspects of Caregiving for the Elderly: Legal, Protective, Wholesome Living.” The symposium was held on Wednesday, January 20, 2016. A distinguished panelist of aging and caregiving experts provided their unique perspectives on legal aspects of care for the elderly, and assisted living and long-term care. Speakers included: R. Matthew Talley, JD, LCSW, Attorney & Social Worker; Ginger Roberts McGaughy, LGSW, Intake and CAN Supervisor/Adult Protective Service Supervisor/Tuscaloosa County Juvenile Court Liaison, Tuscaloosa County DHR; and Elizabeth Espy, Director of Sales and Marketing, Crimson Village.

- **14th Annual Fall Social Work Conference:** On August 27-28, 2015 the School of Social Work in partnership with the Alabama Department of Human Resources hosted the 14th Annual Fall Social Work Conference. The conference brings together child welfare professionals and community stakeholders to meet with researchers, clinicians, educators and policy-makers from around the region to better understand and explore ways that all stakeholders can improve services for at-risk families and abused children. The theme of the conference was “Cultivating Permanency: Nurturing Successful Families Through Interprofessional Collaborations”. It was held at the Embassy Suites in Tuscaloosa.

- **Guest Lectures/Webinars:**
  - Dr. Barry Ackerson, presented a lecture as a part of the School of Social Work’s Honor’s Day Celebration. Dr. Ackerson, an expert in mental health and clinical social work practice discussed the “The DSM in Social Work. Among the topics he covered was: children’s mental health, mental health policy and psychopharmacology.
  - Sarah Young, a doctoral student in the School of Social Work, was invited to the White House for a roundtable discussion about issues facing the bisexual community at an event coinciding with international Bisexual Visibility Day, Sept. 23, 2015.
  - Madison Darling, BSW student, conducted a webinar on March 21, 2016 entitled, “Human Trafficking – What It Is and Why It Matters.” The webinar, hosted by the Center for Financial Social Work, covered the following topics: How to help adult/child trafficking victims, the critical role of finances in human trafficking, common misconceptions about human trafficking, and how to take action on the mezzo/macro level.

**International Activities:**

**Visiting Scholars**

The school has hosted three international visiting scholars during the 2015-2016 academic year:

- Dr. You-hua Wang is a lecturer at Yunnan University in Kunming, P.R. China. He came to The University of Alabama School of Social Work he completed his one year appointment to serve as a visiting scholar in an ongoing collaborative to help shape master’s level social work instruction in China in Spring 2016. His expertise focused on macro work with older adults.

- Alexa Arginas, BSW Student went to South Korea during the Fall 2015 semester. She presented a lecture in the “Student Travel Tales” “My Life and Social Work Learning in Ghana.”

**Publications**

Virtually all publications by social work faculty members and students address some aspects of diversity, including such issues as poverty, oppression, and discrimination. The list below is a sample of
publications with an emphasis on racial/ethnic diversity issues. Faculty members are in bold, students and recent alumni are in italics.


University Libraries

- The University Libraries continued to participate in Black Heritage Month by developing and presenting for patron use a quiz on famous African American Alabamians, which is updated annually to reflect African Americans from Alabama who have contributed on the national or international stage.

- African American Foodways: At the Heart of Southern Cooking Cookbooks by African Americans shed light on an important but often critically unexplored facet of American Foodways, one integral to our Southern food culture. Comprising some 500 volumes, the David Walker Lupton Collection documents everything from the industry’s origin in the 1800s to the celebrity cookbook craze of the 2000s.

- Scenes around the Lincoln Normal School The Lincoln Normal School in Marion, Alabama was an important institution in the history of African-American education in the South. Founded by freed slaves shortly after the Civil War, it educated students from kindergarten to high school, with a special focus on teacher training.

- The A.S. Williams III Americana Collection, part of the Division of Special Collections at the University of Alabama Libraries, owns two rare photograph albums kept by teachers at the school in the early decades of the twentieth century.

- Portraits by African American artist Harleston are showcased in the A. S. Williams Collection of Americana.

- As part of the Alabama Writer’s Hall of Fame an exhibit of all inductees including Margaret Walker is currently on display in the 2nd Floor Pearce Foyer.
  - Native Americans

- In addition to material in the general collection, there are many artifacts in special collection that depict the Native American experience in West Alabama, especially surrounding the Moundville archaeology site. Materials relating to the histories and cultures of Native American groups and individuals.
Additionally, Mangala Krishnamurthy, reference librarian at Rodgers Science and Engineering Library, coordinates a coffee for international students, to orient them to the UA campus annually.

GOAL 3
Increase diversity within the University’s faculty and senior level administration to ensure that students are exposed to and learn from individuals from a variety of backgrounds and experiences, and consequently graduate with a better ability to understand, appreciate, and contribute to a global society.

Action Steps:
1. University officials responsible for establishing policies and procedures in hiring faculty and senior level administrators will dedicate resources to receiving and disseminating information related to recruiting and retaining a diverse faculty and administrative staff.
2. The University will continue to require hiring officials to follow university procedures regarding searches and selection process and will implement initiatives it deems appropriate to recruit, hire, and retain African Americans.

OFFICE FOR ACADEMIC AFFAIRS UNITS

The Alabama Disabilities Advocacy Program (ADAP)
ADAP promotes hiring a diverse staff with an array of expertise, i.e., voting, special education, mental illness, intellectual disabilities, assistive technology, traumatic brain injury, etc., with the purpose of having a diverse group of colleagues who can field the various problems that arise for people with disabilities around the State. ADAP’s hiring strategy is to attract and retain more minorities, including people with disabilities, as a way to enhance diversity. ADAP’s hiring committee is comprised of at least three (3) individuals, including staff and colleagues, and at least one minority to ensure the assembly of a diverse committee.

ADAP has shown how people with disabilities can help improve and enhance our workforce diversity efforts by employing people with disabilities. For example, ADAP employs a senior level administrator, promoted from a senior staff attorney to ADAP’s Legal Director, and is an adjunct faculty member of The University of Alabama with moderate mobility impairments. ADAP is also supportive of the LGBT (lesbian, gay, bisexual, and transgender) community and had the opportunity to hire a senior level attorney who graduated Harvard University Law School and identifies herself as lesbian. ADAP believes everyone should be treated equally regardless of his or her disability, sexual orientation, or other protected status.

ADAP follows the University of Alabama’s procedures and guidelines for hiring by posting on the ADAP web site (http://adap.ua.edu) and the National Disability Rights Network (NDRN) website (www.ndrn.org), and the University of Alabama’s job site (http://jobs.ua.edu).

Capstone International Program Center
International Services (IS) hosts regular training and workshops for UA academic departments and support units regarding recruitment and visa support for new international faculty, research scholars, and
staff. These include workshops on H1-B visa hires and on support for faculty/staff in their permanent residency applications. In addition, International Services provides essential services and immigration advice to UA departments and international faculty and staff through its website.

**Center for Academic Success**

In 2015-2016 consistent with the initiatives identified in a review of the 2011-2012 the staff at the Center for Academic Success made intentional efforts to increase training and professional development opportunities for all levels of staff to increase knowledge and understanding of diversity issues. All Professional and student staff members in The Center for Academic Success and Student Support Services have participated in and completed *Child Protection Policy Sessions I and II Training* and *Mental Health Edu.*

Professional staff members have participated in both the *Harbor* and *Safe Zone Ally* Training Programs

Additional Training Opportunities for student and professional staff members offered during the 2015-2016 academic year included:

- **Serving Diverse Populations:** CAS Video Series and discussion
  All CAS employees discussed the CAS training videos on *Serving Diverse Populations.*

- **QPR Gatekeeper Training for Suicide Prevention:** Professional and student staff members participated in training offered by the Counseling Center. This two-hour training is designed to heighten awareness of the warning signs for suicide and provide participants with three simple to intervene and save someone's life who is suicidal.

- **Office of Disability Services:** Professional and CAS student staff were provided with a two-hour overview of services offered through the Office of Disability Services to gain a better understanding of ODS offerings and the needs of UA students registered with ODS.

- **Student Employee Etiquette—Balancing Classes and Campus Employment:** Designed to assist student with making the best use of their time as a successful campus employee, this two-hour training focused on customer service, proper dress, how to direct patrons and how to handle difficult situations using CAS protocol; and time management.

- **Women and Gender Resource Center:** This one-hour session provided student staff members with an overview of services offered by the W&GRC as well as an information on referring students for assistance and how a student staff member might identify a student who may be in need of services.

- **Counseling Center-Services and Programs:** This session provides student staff with an overview of services and programs available at the Counseling Center. Topics included in this session include what to look for when working with students who may be experiencing anxiety/stress and the proper protocol for making referrals to the center.

- **Learning Styles:** This training session is designed to provide student staff members with the historical underpinnings of learning theory and recent research that has changed our understanding of how students learn and begin to master course content. Concepts explored in this session include: Benjamin Blooms domains of learning (Knowledge, Attitudes, Skills) metacognition, and learning styles.

- **Building Awareness: Sensitivity and Human Relations:** Offered by Human Resources, this session heightened awareness of the need for “sensitivity in the workplace,” provide opportunities to assess how words/actions may be misinterpreted or offensive and how to reframe those comments/actions, engage participants in thought-provoking activities designed to promote an atmosphere for open dialogue, and increase knowledge of campus resources that reinforce the importance of being a respectful, tolerant, and inclusive workplace.

*Diversity within the administration*

- The Director of the Center for Academic Success identifies as multiethnic/multiracial
In addition to the Director, six professional staff members working in the Center for Academic Success come from diverse ethnic backgrounds.

**Searches and selection processes**

- All job postings for professional staff and student staff positions at the Center for Academic Success are made available to candidates via the University of Alabama Human Resources website consistent with established policies and procedures.
- The staff members of the Center for Academic Success recognize the importance of maintaining an inclusive campus environment and this is reflected in staff members’ efforts to ensure that student staff members who serve as academic leaders on campus are representative of the institutions population. The tutoring staff by ethnicity and gender for the 2015-2016 academic year included:
  
  **Tutoring and Supplemental Instruction**
  
  The composition of staff members in the Fall 2015 included 10 white males, 3 white females, 1 Hispanic/Latino male and 1 Undeclared/Other. The Center added 2 white staff members (1 male and 1 female) in Spring 2016.

  **Student Assistants**
  
  The composition of staff student assistants for fall 2015 included 10 Black females, 5 white females, 1 Hispanic/Latino female, 4 Black males, and 1 white male. The composition changed in Spring 2016 to include: 9 black females, 6 white females, 1 Hispanic/Latino female, 2 Black males, and 2 white males.

**Creative Campus**

Emphasis on Leadership and Diversity through Collaboration - One of the main endeavors of Creative Campus is to unite organizations across campus to achieve a common purpose of recognizing and celebrating cultural arts and creative innovations. Many of these partnerships are interdisciplinary resulting in innovative and unique perspectives. Partnerships arise in a variety of ways. Some collaborators present themselves as a result of a common goal. Others are the outcome of individuals coming to Creative Campus for guidance and support to clarify their objective.

Through building bridges and creative connections, collaborations serve to aid department and organizational programs in idea generation, strategic planning, implementation, and assessment while bringing diverse groups together furthering understanding and appreciation for what everyone can bring to the table. Our projects offer collaborative partnership opportunities for students, faculty, and staff. Creative Campus is always open to new ideas and chances for collaboration.

Each year Creative Campus staff and students participate in the University Fellows Finalist Weekend offering information about our program as well as insight into how to get involved with the arts both on campus and in the Tuscaloosa community.

Creative Campus staff participated in Inclusive Campus Culture breakfasts at the University of Alabama, organized by UA’s Crossroads Center. These monthly meetings are made up of representatives of units from across campus that are invested in finding ways to collaborate and communicate about upcoming events, common themes of programming, to better establish a network that supports and deepens the breadth of the services already provided by each area, and most importantly to share collaborative strategies for fostering an inclusive campus culture.

Creative Campus staff and students contribute on a national level as well. The Alliance for the Arts in Research Universities (a2ru) generates knowledge, advocacy, and resources that enable universities to integrate arts and design practices, fostering highly adaptive creators and thinkers. The University of Alabama is a member of this organization. Campus Arts Coordinator, Michelle Bordner, is a partner content curator and took Creative Campus interns to the University of Michigan to participate in the Emerging
Creatives Student Summit in 2016. The Campus Arts Coordinator also participates in conversations on a national level through participation with AAHE: Arts Administrators in Higher Education.

Through building bridges and creative connections, collaborations serve to aid department and organizational programs in idea generation, strategic planning, implementation, and assessment. Our projects offer collaborative partnership opportunities for students, faculty, and staff. This past year Creative Campus worked with 10 faculty including Robin Boylorn in the Department of Communication Studies for Bodies on Display, David Meek in the Department of Anthropology on an Evening with Matt Dineen: Music and Work, and Jane Cassidy in the Art Department on an open house event featuring her installation work.

**Disability Services, Office of**
We foster an inclusive environment for employees at ODS. Our new facilities are physically accessible. With our background in disability, accommodations can be designed and provided to employees who have various ability levels.

**Equal Opportunity Programs**
To ensure currency on best practices for increasing diversity in outreach, recruiting and retaining diverse students/faculty/staff, the University Compliance Officer/Director participated in the National Association for Diversity Officers in Higher Education (NADOHE) and the Disabled Student Services in Higher Education listservs, and maintained membership in the following organizations: American Association for Affirmative Action (AAAA), Society for Human Resources Management (SHRM), and the Alabama Association of Higher Education Diversity Officers (ALAHEDO).

The Office of Equal Opportunity Programs facilitated the annual update of the University’s Affirmative Action Plan (AAP). Preparation of the AAP report was facilitated by EOP with input from the AAP Team which is made up of representatives from EOP, Academic Affairs, Human Resources, and Legal. ERS Group, a recognized expert in Affirmative Action Consulting conducted the workforce statistical analyses. Workforce and recruitment analyses were reviewed and evaluated to be reflected in recruitment strategies as warranted.

**Instructional Technology, Center for**
In addition to the utilizing available mechanisms offered by Human Resources for recruitment, the Center for Instructional Technology actively recruits and hires student employees from diverse backgrounds, including those who have physical, sensory, and or cognitive disabilities.

**Registrar’s Office**
The OUR will ensure that its practices related to candidate searches and hiring are sensitive to the recruitment and retention of women and other underrepresented groups, including the disabled. OUR adheres to the University's Equal Opportunity and Non-Discrimination policies and is cognizant of the need to create diverse search committees representing a variety of backgrounds and experiences.

The OUR provides the opportunity for diverse representatives from campus departments (college student services departments, financial aid, admissions, Capstone Center for Student Success, Student Account Services, the Graduate School, etc.) to meet once a month to engage in dialog and provide important information regarding registration, policy, and academic processing procedures.
VICE PRESIDENTS

Advancement
As mentioned earlier, the two prominent searches conducted in 2015-2016 for the Associate Vice President for Development and the Assistant Vice President for Planned Giving were coordinated by an outside search firm and included an effort to generate a diverse candidate pool. The leadership of the Advancement Division intends to continue stressing the importance of a diverse workplace in all future searches.

Also, while not specifically applicable to “faculty and administration,” the National Alumni Association is led by an executive board of 27 members, including Director of Alumni Affairs Calvin Brown, who serves as the committee’s executive secretary. This year, there are seven female board members and one African-American male. The NAA has had two African-American presidents, and since the new millennium, three female presidents, and intends to continue to promote diversity in its leadership.

Community Affairs
Global Café Services to International Faculty. Global Café offers its resources and those of our community to visiting international scholars and their families, assisting them in cultural adjustment, language acquisition, and community engagement. They participated in hundreds of contact hours of conversation with Global Café language tutors. Through this initiative, CCBP supports the University’s efforts to welcome, attract, and retain diverse faculty.

Fulbright Advising Initiative Celebrates Two Faculty Fulbright Specialist Winners. During 2015-2016, the Fulbright Advising Initiative mentored two successful faculty Fulbright applicants to the U.S. Fulbright Specialist Program, Dr. Pamela Payne Foster and Dr. Norma Cuellar. These successes will support the professional development of our faculty and expand the cultural diversity of faculty with Fulbright experience on campus.

Financial Affairs
Following are examples of new activities that reflect the Division of Financial Affairs’ commitment to increase diversity within the staff.

- The Tax Office expanded its professional staff in early 2016, with the addition of a third Tax Analyst position. The search and recruitment resulted in a diverse applicant pool. Based on education, certification, and work experience, an African American female was determined to be the best-qualified candidate. This candidate was successfully hired into the position with a market rate salary as well as a relocation expense incentive. The Tax Office has provided extensive professional development opportunities, including specialized training in the payroll tax field, which will result in additional certification and enhanced career development for this employee.
- Student Account Services hired seven employees over the past year, 30% of these new hires are African American females. One of whom is serving in a management role as an Assistant Manager. She was chosen from a large diverse applicant pool as the best candidate for the position.
- Financial Affairs Business Activities continues to seek a diverse staff in all recruitment efforts and hiring of staff and students.
- The Office of Administrative Services provided personnel support for recruitments for Police Operations and Public Safety as they sought to hire a diverse staff.
• The Security Resources and Access Control hiring practices and procedures actively promote awareness and encourage a diverse work force seeking to hire from a diverse applicant pool. This diversity is reflected within our departments by a ratio of 56.5% of our team members and 38.5% of our leadership meeting the diverse criteria.

• Construction Administration interviewed a diverse group of potential candidates for numerous job openings and hired/upgraded the following during the 2015-2016 academic year which included three females for administrative and student assistant positions and an African-American.

• Financial Affairs Information Technology hired an African American in August 2015 as an IT Technical Special III.

• The University demonstrates its support of working parents in many ways, including accommodations for new mothers who wish to continue nursing their children when they return to work. The Department of HR continued its efforts in providing lactation space for nursing mothers, adding a new location at the Law School in 2014. These dedicated lactation spaces are available for the use of all faculty, staff and students.

• The Department of HR works with employees with disabilities, making accommodations for those employees to remain employed and performing their jobs. During 2014-2015, 14 employees received accommodations.

• Search committees must contain at least one employee with a diverse background.

• Hiring managers are aware of the expectation that a reasonable number (based on the size of the applicant pool) of qualified, diverse candidates be interviewed and that all departments employ diverse staff in rank and file and management positions.

• Hiring managers have the authority to expand searches that they feel have not yielded sufficient or sufficiently qualified diverse candidates.

• Financial Affairs Business Activities hired or promoted the following individuals:
  o Four (4) African American males, two (2) African-American females, and one (1) female with a diverse ethnic background.
  o Mentoring opportunities were provided to two (2) African American females.

• Rosetta Ingram, Crimson Ride administrative secretary, is a member of the Black Faculty Staff Association and a member of its Community Outreach Committee. Additionally, she volunteers with Cross Roads, which promotes intercultural knowledge among the student population.

• Patricia Dotson, an African-American female in University Printing, serves as a Level III Coordinator for the United Way campaign and has an active role in the ‘Fall 2016’ campaign video.

• Kaity Spangler, a female employee, was promoted to the Senior Sales Associate position in the Apple Area at the University Supply Store.

• Sherell Harrison, an African-American female, was hired as Accounting Assistant at the University Supply Store.

• The University Supply Store hired eight females to fill open full-time positions within our organization.

• Davin Lewis, Transportation Services Manager, serves on the Professional Staff Assembly Technology Committee.

• Carol Boshell, Contract Administrator, attended Safe Zone training and is a UA Safe Zone Ally. UA Safe Zone Allies have been educated about the LGBT campus community, the issues this community may face, LGBT campus resources, and the appropriate channels for reporting incidents of harassment. Carol also participated in a project where she and three peers interviewed LGBTQIA students attending the University. The students shared their feelings about campus climate, where they felt safe and resources available to their population. This video project was shown to the AHE 507 Student Development Theory class.
Intercollegiate Athletic Committee
As head coaching positions become vacant, the Department of Intercollegiate Athletics initiates contact with the Black Coaches Association and/or other professional colleagues and organizations to get recommendations on qualified minority candidates. In Spring 2015, a minority was hired to replace another minority as head men’s basketball coach. In addition, a minority was hired to serve as Special Assistant to the Head Men’s Basketball Coach. This individual has since been promoted to the Executive Staff leadership team as Associate AD/Men’s Basketball Oversight.

Beginning with the 2008-09 academic year, and continuing every year since, the Department of Intercollegiate Athletics has a Minority/Female Graduate Assistant program that aims to hire one or two graduate students, preferably former minority student-athletes, who desire to pursue a career in athletics administration. The department partially funds scholarship assistance for these two positions and gives each student hands-on work experience within the department. The goal of these assistantships is to mentor female and minority students and provide them with work experience in intercollegiate athletics, so that they will be better positioned to attain an entry level position within the field of intercollegiate athletics and/or other sport management profession. The Department will continue to seek additional ways to communicate this opportunity to student-athletes (e.g., through the Director of Career & Leadership Development and the Director of Life Skills) so that we have a solid applicant pool from which to select motivated students to fill these positions.

In June 2015, Jessica Pare, Director of Communications, attended the NACWAA Institute for Administrative Advancement, which is the premier leadership development program for women in intercollegiate athletics.

Research
The OVPRED maintains a racially diverse workforce and actively recruits for diversity by employing several diversity recruitment strategies when seeking candidates for leadership positions. The recruitment strategy includes seeking qualified underrepresented minorities and women.

MINT
The search for the MINT cluster faculty position was conducted by a diverse committee. The MINT faculty reflects the diversity of the University population.

Student Affairs

Diversity, Equity, and Inclusion Report
In December 2015 the Division of Student Affairs created a Diversity, Equity, and Inclusion committee to evaluate divisional climate. The committee engaged in a series of data collection efforts, including two surveys and 17 focus groups, to examine climate issues in hiring, onboarding, employee evaluation, and working environment. Through this comprehensive data collection processes important areas of Divisional Strength were identified along with areas for growth.

Division Strengths
• Leadership commitment at the director level - directors viewed DEI as a significant component of their role, because they recognize it as an appropriate and ethical work practice
• Directors expressed openness to change and professional growth through the audit process
• High utilization of some campus resources (e.g. Safe Zones, Harbor Training, Women and Gender Resource Center, Crossroads Community Center, and QPR) to improve DEI competencies
• There is a high level of professional expertise within director level staff - achieved through formalized
education in some graduate degrees

- Recognition of reciprocity of learning with students - staff willing to learn from students at the same time they are teaching
- Some departments require trainings while, at the same time, affirming positive value of content
- Hold students and student leaders to high standards (e.g. inclusion of DEI as required component of standard training)

**Division Areas for Growth**

- Low utilization of some campus resources (e.g. academic departments, Office of Equal Employment Opportunity, Title IX Office, Office of Veterans and Military Affairs, and Office of Community-Based Partnerships)
- Unequal opportunities for non-exempt staff to participate in ancillary trainings
- Perception that divisional organizational structure above the director level does not reflect the diversity of the institution
- Personal sensitivity expressed by supervisors when requiring staff to participate in required trainings when supervisors are members of minority population - similar sensitivity when hiring staff that are members of same minority population
- Concern that "fit" is inappropriately utilized as a criterion for hiring or promotion - subjective qualification used as performance measure
- Inconsistent understanding of expectations across departments as they related to DEI policies and practices
- Lack of cross-disciplinary training - reliance on individual staff members or departments as sole keepers of DEI knowledge for specific minority communities

From this divisional assessment there were 20 recommendations that fit into 7 areas (see Appendix 1). Since the release of the full report a number of divisional priorities have been initiated, specifically around recruitment and hiring, onboarding of new employees, and employee evaluation. Based on this report and its findings, during the May 2016 employee evaluation period, each employee within the division was asked to set a diversity, equity, and inclusion goal to achieve over the next year. Similarly, the committee was commissioned to continue working and create a diversity, equity, and inclusion statement. This statement will fulfill recommendation 2 and 18 and will be included with all job postings, as appropriate within HR recruitment guidelines. Finally, a sub-committee has been formed to address the onboarding of new divisional employees. These and other recommendations are being implemented during the 2016-2017 academic year. As part of this process, ongoing assessment of divisional staff climate, a follow-up assessment will be conducted annually to evaluate the impact of divisional efforts in addressing identified areas of growth.

Through this process described above, recruitment of staff is being used to target and identify qualified minority candidates. The goal of this process is to have a clear divisional statement, incorporated throughout the hiring process that communicates to candidates the Divisional commitment to diversity, equity, and inclusion. The Division of Student Affairs is seeking to hire and retain employees who are committed to diversity, equity, and inclusion and reflect the current composition of the student body, through a purposeful integration of diversity, equity, and inclusion principles throughout all phases of employment.

**COLLEGES AND SCHOOLS**

**Arts & Sciences, College of**
The College continued its recruiting and retention efforts of underrepresented and minority faculty. Search committees for all the positions in the College were each given a copy of *Diversifying the Faculty:*
A Guidebook for Search Committees, and were instructed to develop a hiring plan with strong and verifiable diversity components aimed at diversifying their applicant pools.

The College recruited prospective minority faculty at the Compact Conference for Faculty Diversity and the McKnight Fellows Conference. Advertisements were posted on the Minority Faculty Applicant Database, and on the websites of the National Registry of Diverse and Strategic Faculty, the Hispanic Association of Colleges and Universities, and of the journal *Diverse: Issues In Higher Education*.

To stress its commitment to retention, the College financially supported the professional development of its minority faculty and provided travel support to faculty who attended diversity related conferences. Examples of financial support provided by the College included:

- Dr. Andre Souza, Department of Psychology, travel support to a workshop in Brazil for collaboration on his Cyber Mind Project.
- Dr. Michelle Robinson, Department of English, conference support.
- Dr. Trudier Harris, Department of English, support to deliver a keynote address at a conference on autobiography in Santiago, Spain.
- Dr. Cajetan Iheka, Department of English, conference support to present his paper that won the 2016 African Literature Association (ALA) Best Article Award.
- Dr. Jennifer Shoafl, Department of Gender and Race Studies, conference support to present a paper at the 50th Latin American Studies Congress in NYC.
- Dr. Catherine Roach, New College, support to deliver keynote addresses about her new book at conferences in Australia and New Zealand.
- Dr. Bronwen Lichtenstein, Department of Criminal Justice, conference support to present at the International Sociological Association meeting in Vienna, Austria.

**Culverhouse College of Commerce**

- Though the number of African-American faculty in Culverhouse declined by two in 2015, the number of Hispanic and other racial minority faculty increased. Moreover, these trends will continue in the future. In 2015-16, Culverhouse recruited 29 new faculty. Of those, 2 (7%) were African-American and 8 (28%) were other racial minorities. Those percentages exceed 2015 rates and will help us to continue to diversify the faculty. In particular, the Management Department hired both African-American new hires and the Departments of Information Systems, Statistics, and Management Science and Economics, Finance, and Legal Studies are leading the way in hiring members of other racial categories. Culverhouse also filled 8 endowed positions with internal or external searches this year. Four of those positions were filled by women, two of those positions were filled by an African-American, and one was filled by a faculty member of Hispanic descent.
- Culverhouse continues to strengthen efforts to recruit a more diverse faculty. In an effort to recruit additional minority faculty, the College now advertises all faculty positions through the Ph.D. Project as well as several other minority outlets. Culverhouse is also making additional efforts to reach out to minority faculty at other schools to encourage them to apply for positions in Culverhouse.
- All faculty search committees in Culverhouse include at least one African-American faculty member and one female faculty member.
- Dr. Rob Morgan was an invited speaker for the National Action Council for Minorities in Engineering Leadership Forum focused on “Preparing Our Youth for STEM Careers” in Cincinnati, June 3, 2015.
➢ Daphne Palmer, served as a mentor for all students especially those of diverse backgrounds. Throughout the year she mentored several students on job decisions, personal family issues and class issues.

➢ David Ford is a board member of Capstone Alliance and past Secretary/Treasurer.

➢ Sarah Miesse participated in the English Language Institute’s English+Business Summer Program. This involves a lecture for non-native speakers with various backgrounds, so they can learn cultural practices and practice their English. She lectured on business communication practices with interactive material.

➢ Dr. Burcu Keskin serves as an advisor for the NAWMBA Chapter (National Association of Women MBAs). They held various activities throughout the year, including “Recycling on the Quad for Game Days”, went to see “Young Frankenstein,” volunteered at the Community Soup Bowl. A new activity, titled “Lean In Circle” was a group discussion session on Sheryl Sandberg’s book Lean In book, including discussions of each chapter. Activities were attended by female MBA students with participation ranging from 8 to 15 students.

➢ To increase retention, Culverhouse has developed a mentorship program for new faculty. Further, Culverhouse has developed a program for professional development to support advancement of underrepresented faculty members into administrative roles.

Communication & Info. Sciences, College of
Faculty and Administrative Staff:
The number of African-American full-time faculty in the College has been fairly stable for last five years, up to 7.2% in 2015. A single faculty in the School of Library and Information Studies helped raise our number of black faculty to six. Just as important as their recruitment is their retention. For the second year in a row, an African American faculty member in the College earned tenure and promotion. This time that was in the Department of Telecommunication and Film.

The five-year average for fulltime administrative EEO-1 positions was 12.1 percent African-American, and 14.3% of fulltime EEO-1 positions in 2015. This has remained the same for the past three years. It is worth noting, the recent hire of a new department chair, who is female, will add to the gender diversity among those in EEO-1 positions in the College. The opportunity for additional racial and/or gender diversity at the administrative level exists in the coming year as the College searches for a new director of the School of Library and Information Studies.

Toward the goal of increasing diverse faculty, the Assistant Dean for Administration George Daniels met with at least five search committees during the 2015-2016 to discuss ways to address diversity and inclusion. This was part of an ongoing effort to be more intentional in increasing diversity among faculty. As a result of these meetings, search committees were asked to come up with at least three ways they could be intentional about addressing diversity issues in their process. These strategies included things such as advertising job announcements on minority listservs and including questions that were diversity related in interview protocols.

For example, in 2015-16, SLIS conducted a search for a three-year position as Instructor in the Book Arts. The Book Arts position was advertised widely on listservs, distributed to job sites, and sent to agencies that support the book arts. Among the ten locations receiving the posting were Inside Higher Education, the National Center for Faculty Development & Diversity, the Book Arts Web listserv, the Women’s Studio Workshop, the Guild of Book Workers and the College Book Arts website.

In the Department of Advertising and Public Relations, a search committee for a faculty position did targeted advertising to increase the probability that minority candidates will see the position announcement. They placed a paid posting on the Blacks in Higher Ed website. The position was distributed via the discussion group/Facebook page of the AEJMC Minorities in Mass Communication Division.
The College purchased copies of the book, *Search Committees: A Comprehensive Guide to Successful Faculty, Staff and Administrative Searches* (2nd Edition) by Christopher Lee. One copy was given to each academic department.

**Community Health Sciences, College of**

In addition to adherence the University’s standard for Equal Opportunity, CCHS faculty assist in informal recruitment efforts to ensure a diverse faculty population.

CCHS makes specific efforts to advertise open faculty positions in journals and outlets with diverse readerships such as the Chronicle of Higher Education and the Journal of the National Medical Association.

Recruitment efforts led to the hiring of Latina faculty member Dr. Mercedes Morales-Aleman, whose research interests center around the sexual and reproductive health of adolescent Latinas, particularly those living in rural areas. Senior faculty members support and mentor minority faculty within the College, training them and encouraging their advancement to higher ranks. A testament to the success of these efforts, Dr. Lloyda Williamson recently accepted a position as Chair of the Department of Psychiatry and Behavioral Sciences at Meharry Medical College, a historically black medical school.

As faculty members move on to new endeavors, CCHS administration ensures representation from a variety of backgrounds, helping students graduate with a better ability to understand, appreciate and contribute to a global society. Minority faculty members are active in service to our college as representatives on various committees within our college, as well as the University. Faculty search committees are asked to review the UA guidelines for addressing diversity in the searches. Additionally, the College administration requests that each search committee include at least one minority member. All faculty members have the opportunity and are encouraged to participate in Medical Conferences, Leadership U and Leadership Development Workshops in Alabama and beyond our state. These educational and faculty development opportunities expose our faculty members to the importance of being culturally aware.

**Education, College of**

The College of Education abides by a plan to recruit and retain faculty from diversifying ranks. The plan includes composing all search committees with faculty of color, requiring committee chairs to attend search committee training workshops, advertising all positions widely and in targeted minority outlets, mentoring newly hired faculty, and working with partner universities and agencies to identify potential doctoral candidates.

This past year, the College hired Stephanie Shelton, who helped to found the Genders and Sexualities Innovative Community Group within the Literacy Research Association. She is also the Co-Chair for the AERA Queer Studies SIG. Her research interests include feminist and queer theories. Similarly, the work of Steve Mobley, an African American hired in the Department of ELPTS focuses on issues of social class diversity within the Black community, collegiate experiences of Black/African American queer students, and the choices and transitions of low-income first-generation and underrepresented student populations. In 2016, he was awarded the Dissertation of the Year Award by the American Association of Blacks in Higher Education (AABHE) and won the Outstanding Dissertation Award given out by the National Association of Diversity Officers in Higher Education (NADOHE). Cindy Ann Kilgo was also hired in ELPTS. She is an active advocate for the use of pronouns that apply to individual who may not have a clear gender identity. The College also recently added three natives from Korea, two in the Department of ESPRMC and the other in the Department of SPEMA, as well as a Department Head from
England, who is now a naturalized citizen of the US. The Adapted Athletics program hired a head basketball coach and a tennis coach, who are both physically disabled and in chairs.

Several minority adjunct faculty members were hired to teach graduate and undergraduate courses.

Carlton McHargh, an African American administrator, sits on the Executive Board of the USA Black Faculty and Staff Association.

**Engineering, College of**
The College of Engineering continues to work to hire a diverse faculty. Each faculty search committee includes an African American. Further, each faculty position is advertised in the minority publication “Diverse Issues in Higher Education,” and each advertisement includes the following wording: “The University of Alabama is an Equal Opportunity Affirmative Action Employer. Women and minorities are strongly encouraged to apply.”

Current faculty: 136 composed of 88 white, six blacks, one Hispanic, and 41 others. The college continues to work diligently to identify members of underrepresented groups as part of all recruiting efforts.

The College of Engineering is working hard to promote underrepresented faculty so that they will ultimately leadership roles in the College. Dr. Viola Acoff, formerly head of the metallurgical and materials engineering department, was promoted to associate dean for undergraduate and graduate programs. Dr. Mark Weaver is serving as interim department head in MTE.

Greg Singleton continues to serve on faculty search committees.

**Graduate School**
This year featured several activities and joint enterprises that brought the Graduate School, the Black Faculty and Staff Association, and the African-American Graduate Student Association together to address diversity issues.

In our Tide Together mentoring program we continue to seek representatives from the African American business and religious community of Tuscaloosa to serve as mentors.

**Honors College**
The Honors College continues to actively recruit highly engaged faculty of color with diverse backgrounds and perspectives. The Honors Residential College is led by 3 Faculty members of color who have direct academic contact with over 1600 of our Honors College students who live and learn in the residence halls. Of the 79 adjunct faculty members teaching for the Honors College this year, 39 were female and 40 were male.

**Human Environmental Sciences, College of**
In all faculty/staff searches advertised this year, special efforts were made to attract minority applicants. Faculty positions were advertised in the Journal of Blacks in Higher Education, the Women in Academia Report, the Chronicle of Higher Education, and were posted nationally on ehealthcareers.com, chrie.org, and the Global Hospitality Educators website. An African-American faculty or staff member participated in each of the faculty and staff searches that were conducted within the College during the academic year.

These efforts are reflected by a diverse faculty presence, including in tenure and leadership positions.

**Law, School of**
Dean Brandon directs each hiring committee for faculty and staff seek to develop a diverse pool of candidates. All hiring committees work to ensure that candidate pools are diverse. This is achieved through broad advertising, targeted communications, the use of Internet sources and personal contacts. Whether a full-time colleague or a visitor is being sought, the Law School searches broadly for the best and most diverse pool of candidates. The Dean insures that each hiring committee has female and minority representation. This year the Law School has also developed strategies for increasing diversity on it adjunct faculty.

The makeup of the Law School faculty reflects our cumulative efforts to assemble a diverse group of teachers. Over the last several years, the Law School has enhanced its ethnic diversity with several tenure-track hires or long-term visitor appointments. In 2007, the Law School added Professor Montré Carodine, an African-American female, and Professor Shahar Dillbary, an Israeli male. Both Professors Carodine and Dillbary, who joined the Law School as assistant professors, have since been awarded tenure and promoted to full professor rank. Professor Dillbary also serves as Co-Director of the Cross-Disciplinary Legal Studies Program.

In 2008, Professor Grace Lee, an Asian-American female, joined the faculty. Professor Lee was promoted to Associate Professor, but has elected to remove herself from the tenure track. Beginning in Dec., 2016, she will become the Associate Dean for Academic Affairs. She now has a long-term contract with the Law School. Professor Alberto Lopez, a Filipino-American male, joined the faculty in Fall 2013 as a tenured professor. Also, Professor Richard Delgado, a Hispanic American male and an internationally recognized and acclaimed critical race theory scholar, joined the faculty in Fall 2013 on a long-term visitor contract along with Professor Jean Stefanic. Mirit Eyal-Cohen, an Israeli female, joined the faculty in 2014. In the 2016 summer term, Professor Daiquiri Steele, an African-American female, joined the faculty as Assistant Professor of Law in Residence and Director of Diversity & Inclusion.

The Law School has also enhanced its gender diversity with several appointments in addition to those mentioned above. Heather Elliott, a white female, was appointed as an Assistant Professor in 2008 and has since been tenured and promoted to full professor. Meredith Render, a white female, was appointed as an Assistant Professor in 2007 and has since been promoted to Associate Professor and then tenured.

Tanya Cooper, an Asian-American female, was appointed Assistant Professor of Clinical Legal Instruction and Director of the Domestic Violence Clinic in 2012. (Ms. Cooper has since resigned to take a position in California and has been replaced by Liz Whipple, a white female). Also in 2012, Anita Kay Head, a white female, was appointed as Legal Writing Lecturer. Julie Hill, a white female, joined the faculty as a tenured associate professor in January 2013. In Fall 2014, Professors Mirit Eyal-Cohen, an Israeli female (formerly of the University of Pittsburgh School of Law) and Jenny Carroll, a white female (formerly of the Seton Hall University School of Law) joined the faculty.

Visiting faculty appointments during 2015-16 also increased faculty diversity. Professor Liz Whipple, a White female, was appointed interim director of the Domestic Violence Clinic. Professor Joanne Brant of the Ohio Northern University College of Law, a white female, taught Legal Profession during the 2016 summer session. Professor Anne Macduff of the Australian National University College of Law, a white female, taught Comparative Law during the Spring 2016 semester.

The Law School’s senior level administration also reflects diversity. Ms. Claude Arrington, a white female, serves as Associate Dean for Admissions beginning with the 2015-2106 academic year (she was previously Associate Dean for Academic Affairs). Prof. Mary Ksobiech, a white female, continues to serve as Assistant Dean for Student Services. Ms. Glory McLaughlin, a white female, is Assistant Dean and Director of the Public Interest Institute. Professor Anne Hornsby, a white female, is Associate Dean
for Clinical Programs and Externships. Ms. Becca Brady, a white female, serves as Director of Student Recruitment while Mr. Marcus Cotton, an African-American male, is the Assistant Director of Admissions and Martha Griffith, a white female is also an Assistant Director of Admissions. In the Career Services Office, Ms. Lezlie Griffin, an African-American female, serves as Assistant Dean for Career Services while Ms. Megan Walsh, a white female, is Assistant Director of Career Services. In the Advancement Department, Ms. Candice Robbins, a white female, serves as Assistant Dean; Ms. Monique Fields, an African-American female, serves as Manager of Communications; and Ms. Caroline Strawbridge, a white female, is our Major Gifts Officer. Professor Daiquiri Steele, an African-American female, in addition to her faculty role serves as Director of Diversity & Inclusion.

The Law School continues to provide financial and other support for organizations seeking to promote faculty and staff diversity in the legal profession, including the Council on Legal Education Opportunity and the regional and national conferences for law teachers of color.

Nursing, College of
Members of the Capstone College of Nursing (CCN) leadership team and the CCN faculty search committee intentionally reached out to faculty candidates from groups traditionally underrepresented in nursing, including males and minorities, through targeted advertising, direct mailings, conference exhibits and networking, individualized phone calls and email correspondence.

These efforts are reflected in an increasingly diverse faculty presence within the College.

As was highlighted in the introduction to this report, targeted recruitment of minority faculty has been a successful initiative for CCN in the past year.

Social Work, School of
When faculty and staff vacancies arise, or when the need for new faculty and staff become apparent, the dean appoints search committees. The dean attempts to include a balance of males and females on each search committee, and to include at least one member of an under-represented ethnic group. Our affirmative action coordinator serves as a consultant to the search committees and she encourages search committee members to review the EEO materials that UA provides.

Our 2015-2016 six-member Administrative Team included one African American (Assistant Dean for Educational Programs and Student Services) and one person of Asian descent (MSW program director). Four members of the team are female and two are male.

Of the School’s 30 full-time faculty members in 2015-2016, 23.3% were African American and 10% identify as other racial/ethnic backgrounds. 23% of our faculty members are male.

In 2015-2016 the School employed 23 professional and clerical/technical support staff. Seventeen percent of the full-time professional and clerical/technical support staff members are men, 17.3% are African American.

University Libraries
Nationally, the number of African Americans and other minorities entering the library profession continues to fall below their representation in the U.S. population, despite persistent efforts by the library and information service profession to attract members of minority groups, especially African-Americans. The University of Alabama Libraries continued to support the Association of Research Libraries (ARL) Initiative to Recruit a Diverse Workforce. This program, created by the ARL, has created an endowment to be used to provide stipends to and secure employment relationships with M.L.S. students from identified underrepresented backgrounds. The Initiative allows academic and research libraries to become
more competitive in the recruitment of racially and ethnically diverse professionals. The University of Alabama, as one of 51 other signature institutions, now has greater opportunities to attract and hire librarians from underrepresented groups and to help mentor those librarians as they enter the library profession.

The University Libraries Affirmative Action Coordinator meets with each search committee at the beginning of the search process and reviews affirmative action guidelines. She ensures that there is an African American member on the search committee. She reviews the EEO information available in the faculty online job system and shares the information with the committee chair.

The University Libraries now uses an extensive recipient list for its faculty searches. Position announcements are sent to a variety of organizations including, but not limited to, the Diversity list of the American Library Association, the University of Alabama Black Faculty and Staff Association, Insight Into Diversity, Hispanic Outlook and Jobs in Higher Education, and Diversejobs.net.

All job notices include a statement regarding the University’s commitment to developing a faculty that is racially, ethnically, culturally and socially diverse. Minority faculty members who currently hold positions in the University Libraries are encouraged to share job announcements with any professional or social organizations to which they belong.

GOAL 4
Increase diversity within the University’s student body to enrich the learning environment, foster more informed and open perspectives, promote community, and better prepare our students to live and work in an ever-expanding global environment.

Action Steps:
3. The University will continue to implement, revise and review strategies to recruit and enroll a diverse student body.
4. The University will continue to implement initiatives that improve the retention and graduation rates of all students, using a variety of strategies.

OFFICE FOR ACADEMIC AFFAIRS UNITS

The Alabama Disabilities Advocacy Program (ADAP)
Because of ADAP’s presence at the University of Alabama, we have the opportunity to provide students with experiences that broaden their understanding and appreciation for diversity. During this academic season, ADAP was afforded the opportunity to provide a student from the Alabama School of Law, who has significant mobility impairments, a clerkship position working on specific individual advocacy services for other individuals with disabilities.

Every opportunity is made to extend offers of employment to students; however, ADAP is challenged to retain students after graduation in view of the fact we are only able to hire based upon vacancies within the department.

On-site interviews are conducted at the University of Alabama School of Law and Cumberland Law School to recruit students. Resume collections are conducted through the BLSA (Black Law Student
Association), the HBCU Consortium and others. ADAP also provides a hands-on clinical experience to undergraduate and masters level social work students along with provisions for other graduate and/or undergraduate level students, including law and psychology, to learn and become more involved with people with disabilities in Alabama.

Admissions

- **Black College Expo:** Recruiter Attended The Black College Expo in Atlanta, GA in October 2015. Minority students and their parents from the Atlanta & Metro Atlanta areas received information on UA Admissions & Scholarships.
- **Spring Lunches:** Recruiter offered to provide lunch for admitted seniors at minority feeder schools and hosted at Ramsey High School and Holtville High School. During this time, students were encouraged to apply for housing and register for Orientation. Students also were given a chance to ask questions.
- **Recruitment Receptions:** Students across the Black Belt Region were invited to attend reception for seniors in their area to learn more about the student experience, scholarships, academic programs, and the admissions process at UA. In addition, at the fall recruiting events there was an accompanying counselor briefings for high school guidance staff to attend a lunch and learn about updates from UA. The following cities were included in these efforts:
  - Tuscaloosa on August 24, 2015 (attended by President Stuart Bell)
  - Montgomery on August 25, 2015 (also attended by Dr. Bell)
  - Birmingham on September 3, 2015
  - Mobile on September 8, 2015
  - Mobile Jr. and Sr.s. on February 15
  - Tuscaloosa Jr.s and Sr.s on February 25
  - Birmingham Jr.s on March 1
  - Birmingham Sr.s on March 3
  - Montgomery Jr.s and Sr.s on March 8

- **The following college fairs were attended in the Black Belt Region:**
  2. Autauga County College Fair: August 31, 2015
  3. Tarrant High School College Fair: September 4, 2015
  4. Elmore College Fair: September 8, 2015
  5. Chilton County College Fair: September 9, 2015
  6. Dallas/Perry/Wilcox & Lowndes County: September 10, 2015
  7. Birmingham NACAC College Fair: September 13, 2015
  9. Hale County and Greene County College Fair: September 28, 2015
  10. Marengo County College Fair: September 29, 2015
  11. Sumter County College Fair: September 30, 2015
  12. Choctaw/Washington County College Fair: October 1, 2015
  13. Marion AAUW 7th Annual Jamboree at RC Hatch High School: October 2, 2015
  18. Success Unlimited Academy College Fair: October 5, 2015
  19. B.C. Rain High School College Fair: November 6, 2015
  21. Wilcox Central High School College Fair: November 12, 2015
  23. Wenonah High School College Fair: December 2, 2015
24. “Geared up for College” College Fair (Selma): February 1, 2016
27. NBBC College Fair: February 16, 2016
28. Leflore High School College Fair: March 1, 2016
29. Jeff Davis High School College Fair: March 10, 2016
30. Woodlawn High School College Fair: March 16, 2016
31. Huffman High School Summer College Fair: June 21, 2016

- **Private Visits:** In addition to College Fairs in this region, the Recruiter scheduled and attended nearly 30 private visits to high schools all over the black belt region to establish strong relationships with students and guidance counselors; further, the recruiter utilized this time with students to share more in-depth information regarding our UA Admissions process and the experiences we offer on campus at UA.

- **College & Career and Financial Aid Nights:** The recruiter attended specialized events sponsored by Undergraduate Admissions and Financial Aid in certain areas within the Black Belt Region to inform students and parents about opportunities accompanied with going to college and the financial aid opportunities that we offer students who attend UA:
  - Mobile Public Library on January 27, 2016
  - Birmingham Marriott Grandview on January 28, 2016
  - Tuscaloosa UA Gorgas Library on February 2, 2016
  - Montgomery Embassy Suites on February 22, 2016

- **Rural Scholars Program:** The Recruiter was the presenter for the Rural Scholars Summer Program—a program that invites rising high school seniors from rural Alabama the chance to experience college life and learn about what opportunities are available to them at UA. The Recruiter spoke on June 2016 to these students and also was the guest speaker at the closing banquet.

- **Hosted High Schools on Campus:** UA Admissions hosted various groups from high schools across the state including the Black Belt area. The groups participated in a campus tour and information session to increase their knowledge of UA offerings. In a number of cases, the students had the opportunity to eat lunch, courtesy of UA, in one of the campus dining facilities. Some of the schools that visited campus were Carver High School, Huffman High School 9th and 10th graders and Choctaw County High School (7th thru 9th graders)

- **Presentations for local high schools and civic/church organizations:** In addition to ALACRAO high school fairs and private visits to high schools, the recruiter has been asked to make presentations to high schools or local groups. Those would include Ramsey High School students about the ACT/SAT, Jackson-Olin High School seniors, Tallassee High School students, Hale County High School PTO and New Bethlehem Baptist Church. There were several panel discussions hosted by Potential Magazine (geared toward high school students considering college) at various locations throughout the Black Belt.

- **Meeting one on one with prospective students and their families:** The recruiter traveled to various areas across the state to meet with prospective students one on one to talk about what UA has to offer. These meetings taken place mainly in coffee shops and allows the recruiter to speak specifically to the interests of the students. In many cases, a member of the family is present as well.

**Alabama Heritage**

Our “students” are all over the state and beyond – composed of an estimated 25,000 readers of *Alabama Heritage*, along with the on-campus students who work with us to create and support the magazine. Articles in *Alabama Heritage* magazine draw attention regularly to the contributions of people of all varieties in the building of our state and the development of its culture. During the 2015/2016 year, we recruited articles about Alabama’s Native American, African American, and women’s history. Favorites were pieces on the art of Lois Wilson, DNA and Cherokee ancestry, the Creek deerskin trade.
Our Facebook site, which reaches a wider demographic, includes regular posts on contributions to Alabama’s history made by those of diverse ethnic heritages. We also use this venue to make our community aware of diverse events statewide.

**Capstone International Program Center**

The Capstone International Center provides support for the following groups:

- *International Peer Advisory Council (IPAC)*, a group of UA student mentors who are selected and trained by International Services in cross-cultural communication skills, orientation resources, leadership and the program’s expectations, in order to assist with international student orientation programs, provide campus tours and introduce new international students to departmental and campus resources to help make the transition from the student’s home country to The University of Alabama as smooth as possible. For more information, see [http://is.ua.edu/programs-activities/ipac/](http://is.ua.edu/programs-activities/ipac/);

- *International Spouse Group*, a support group for spouses of international students, faculty, and staff which is hosted by International Services and meets weekly throughout the academic year in B.B. Comer. For more information, see [http://is.ua.edu/programs-activities/international-spouse-group/](http://is.ua.edu/programs-activities/international-spouse-group/);

- *Capstone International Ambassadors*, a group of UA students who have recently returned from a study abroad experience and have an interest in international issues. Student ambassadors have an opportunity to share their own study abroad story with fellow UA students and are trained by Education Abroad staff to provide information to the UA student population on international opportunities. The Ambassadors also work to develop different cultural activities throughout the academic year that include the UA international student population. The Ambassadors specifically reach out to student groups which may have significant numbers of minority students.

- *First Friends*, a joint initiative between Education Abroad and the Honors College. First Friends partners new international exchange students at UA with fellow undergraduates who can welcome them and show them the basics of student life in Tuscaloosa.

- The *International Student Association*, [http://isa.ua.edu/about/html](http://isa.ua.edu/about/html), offers diverse, creative, and innovative programs which provide opportunities for interaction with a variety of students from many cultures. A goal of ISA is to foster an understanding of cultural diversity. The group has organized cultural awareness forums at a local high school interested in international relations and languages, held international fund raisers for the Global Fund, and sponsored cultural events.

- Representing the largest group of international students on campus, the *Association of Chinese Students & Scholars*, holds many activities, including New Student Orientation, New Members Enrollment, Mid-Autumn Festival BBQ, and Spring Festival Celebration. These events assist in the integration of our Chinese students into the campus. Many domestic students and faculty participate in the Spring Festival.

The University of Alabama had 1,503 active enrolled international students from 77 countries for the 2015 – 2016 school year. This population represented 4.05% of the 37,100 students enrolled at The University of Alabama for fall 2015. For complete international student and scholar statistics, see: [http://is.ua.edu/about-us/enrollment-scholar-data/](http://is.ua.edu/about-us/enrollment-scholar-data/)

Education Abroad partners with over 20 universities in 15 countries worldwide on bilateral international exchange programs. Exchange programs allow students at UA to spend a semester or year at a partner university overseas. In return, a student from the overseas host institution attends UA for a semester or year. In addition, the CIC and ELI actively recruit students for the ELI and partner with both undergraduate and graduate admissions to recruit degree-seeking students.

**Center for Academic Success**

*Retention Initiatives:*
Each fall and spring CAS staff interact with students in the Parker-Adams Freshman Living-Learning Community (LLC). This community attracts a diverse group of students and, in particular, recruits first-generation college students as well as students in the UA-ACTS program (for students with an Autistic Spectrum Disorder diagnosis). CAS Staff members regularly speak to the students on a wide variety of topics (study skills, tutorial services, etc.). Parker-Adams students also frequently use the CAS tutorial services, computer lab facilities and find the center to be a quiet, welcoming area for individual study. Expanding on its mission of the delivery of high quality academic support services to all UA undergraduate students as a part of the University's plan for academic excellence, The Center for Academic Success continued its partnership with Alpha Kappa Alpha (AKA) Sorority Incorporated to provide study hall space to its members during the 2015-2016 academic year. AKA is the first Greek lettered sorority established and incorporated by African American college women. National membership consist of college women of many diverse backgrounds from around the world, including, but not limited to, African American, Caucasian, Asian, Native American, Hispanic and Indian descent.

The Center for Academic Success provides tutorial services to online/distance students in a variety of UA courses. Using Blackboard Collaborate and other technologies, the CAS is able to provide tutorial services and other programs to students from wherever they are located physically.

In the fall of 2015 the staff at the Center for Academic Success continued the partnership developed in the spring of 2015; working with members of Zeta Phi Beta Sorority, Inc. to provide study hall space to its members. Due to positive experiences from other Greek letter organizations, CAS partnered with the Phi Beta Sigma Fraternity, Inc. to provide study hall space for its members.

Student Support Services
The SSS program manager assesses ethnicity and eligibility throughout the recruiting and program application process each year to ensure the students in the program meet the U.S. Department of Education’s required criteria, (66% of all SSS participants must be both first generation and low income students; 33% of disabled students must also be low income) and representative of the diversity of the university community. Since 2010-2011, ethnic diversity of underrepresented participants (Hispanic, Asian, Pacific Islander, and American Indian) in the Student Support Services has grown by 4.2%. The program’s African American representation is currently at 62.6%. This increase is the direct result of continued intentional efforts by staff members to increase the diversity of the program.

Creative Campus
Each year Creative Campus strives to reinvent itself by recruiting interns who bring new perspectives and ideas to the organization. Whether their major is business, engineering, art, or undecided – there’s a place for them as long as they are ready to push boundaries and work hard to take Creative Campus to new heights.

New interns are recruited through many methods including website advertising, Get on Board Day (GOBD), reserving a table in the Ferguson Center, classroom visits, social media, open houses, email blasts, posters, screens around campus and targeted reaching out to underrepresented student groups and organizations.

Another way to review CC’s diversity-in-action can be achieved by taking a look at the key events of the prior year that had a significant diversity component. Please reference projects outlined under Goal 2. Creative Campus students and staff often visit classes to introduce the concept of Creative Campus, share ways that other students can get involved, and to engage students in conversations about the arts. The dialogue that these visits produce often draws new students to participate in the organization’s activities.
and helps students, who may not be majoring in the arts, to find a way to still feel connected to an area of deep interest to them. This year members of the Creative Campus team visited more than 40 classes on the UA campus.

The organization engaged in partnerships with 26 academic departments and campus units, 26 student groups or student artists, 10 faculty, and 18 business and nonprofit organizations and had more than 8,000 participants and attendees engaged in events and projects.

**Disability Services, Office of**
Perhaps the most effective step the University has taken to increase disability awareness is that of providing all new facilities for ODS. We assumed occupancy of the first-floor offices in Houser Hall on August 10, 2015, just in time for new and returning students who required services from ODS to see the facilities. This was far more effective at promoting use of our services, since some students choose to visit the department only once or twice at the beginning of each semester, to request and to pick up accommodation letters.

The new location has made ODS more visible, thus making it easier for incoming students attending Bama Bound to find and meet with us. ODS’ new facilities include 50 individual rooms that are to be used to administer tests with accommodations. ODS held an Open House on April 27, 2016 to re-introduce ourselves and showcase the new facilities to the campus community and to selected members of the local professional community.

**Equal Opportunity, Office of**
The University Compliance Officer/Director served on the ADA Technology Compliance Work Group to develop a plan for compliance with Section 504 and ADA regulations for accessible technology (e.g., web-based materials, software applications and operating systems, video and multimedia products, computing equipment). The Group developed an accessibility plan that was approved and implemented by the University. ADA Technology is included in the overall mission of Campus Accessibility and representatives from the Center for Instructional Technology, and the Office of Information Technology are members of the Campus Accessibility Committee.

The University Compliance Officer/Director participated in the Inclusive Campus Culture Workgroup sponsored by UA Crossroads to share collaborative strategies for fostering an inclusive campus culture. The work group included students, faculty, staff, and leaders from various students, and leaders of various student and

**Instructional Technology, Center**
CIT’s video student employees record and edit the Lavender Graduation, an annual ceremony held to honor the accomplishments of lesbian, gay, bisexual, transgender, queer, asexual, and allied students at The University of Alabama. CIT presented to Communication Studies classes about technology accessibility, disability inclusion, and civil rights and has met with the Tuscaloosa chapter of the Alabama Institute for the Deaf and Blind to collaborate about resources for and recruitment of students with disabilities.

**Museums, University**
*Alabama Museum of Natural History*
AMNH provides scholarships for low-income participants in the Museum’s Summer Expedition program to encourage minority participation in an immersive weeklong field science camp experience. Programs and tours at the museum have provided educational opportunities for over 350 students from underrepresented communities. Related to student recruitment, AMNH’s programs always include
general information about the University of Alabama and especially emphasize science to students from communities who are underrepresented in science-related professions.

Office of Archaeological Research
OAR incorporated the Alabama Museum of Natural History Summer Expedition program into an excavation of a prehistoric shell midden on Shelby Lake at Gulf State Park. As part of that effort, UA Museums provided a scholarship to a Native American (Choctaw) high school student from Oklahoma. Her involvement afforded the other students an opportunity to learn with the input of a person from a culture they might not otherwise ever experience.

OAR supervised an AmeriCorps Volunteer in Service to America (VISTA) and served as the sponsoring agency for overseeing VISTAs for the US Fish and Wildlife Service and the US Forest Service, as well as Moundville Archaeological Park and Alabama Museum of Natural History. The OAR VISTA, Karl Bennett, developed a program designed to educate elementary school children, particularly in Bibb, Hale, and Jefferson Counties, on the importance of historic properties preservation through protection of archaeological sites. Karl has entered the graduate program in the UA Department of Anthropology taking with him a greater appreciation of the needs of rural communities and underserved populations.

Discovering Alabama
UA Museums’ own highly visible Emmy-winning public television series Discovering Alabama supported UA’s commitment to diversity by featuring individuals and organizations from diverse backgrounds in our documentaries and by providing educational outreach to diverse audiences. During the year, dozens of Discovering Alabama documentaries featuring diverse experts were broadcast statewide to audiences of all diversity categories. These documentaries include, for example, “Alabama’s Black Belt,” “Village Creek,” and the three-part “Coastal Paradise” series. In addition, Discovering Alabama conducted teacher workshops and provided DVDs featuring diverse experts to K-12 schools in every Alabama school district, thus reaching statewide teacher and student audiences of all diversity categories.

Registrar’s Office
The Office of the University Registrar will create an office environment which is welcoming and supportive of all people. During the past year, the OUR continued to move paper process to online services (the late drop/add procedure and class cancelation requests). Through updating technology, the OUR is committed to providing accessibility to all services. The Undergraduate Catalog was updated to a new format and exceeds all federal accessibility standards. It is a responsive design and was created with the intention of making it more accessible to students across multiple devices. The OUR website was updated to ensure visibility standards were met and close captioning was included in all of our instructional videos.

The Office of the University Registrar will ensure all services provided to students are responsive and inclusive. To monitor progress and ensure inclusive services, the OUR has traditionally maintained a student advisory board, and will work to continue to do so, who provides advice for current practices and who make recommendations for future policy and practices.

The Office of the University Registrar will continue efforts to improve its reputation for serving students and faculty. We shall accomplish this by [1] identifying information of interest and how to effectively communicate it; [2] enhancing central support services for students and faculty; [3] expanding access to resource information, such as use of our web facility; [4] improving the office’s understanding of student and faculty priorities and approaches to help us maintain the highest service levels; and [5] generating new strategies and ideas.
VICE PRESIDENTS

Advancement
University Advancement is responsible for hundreds of campus tours, hosting potential students from all over the world who are specifically recommended by the President’s Cabinet. This body of advisors represents alumni and friends of The University of Alabama who serve as University liaisons across the nation.

In addition, the National Alumni Association has nearly a dozen scholarships in honor or in memory of minority individuals. Some of these include:

- **The Shaun Alexander Endowed** and the **Shaun Alexander Family Foundation Endowed**: Alexander is a former American football running back and later played for the Seattle Seahawks and Washington Redskins of the National Football League. He is scheduled to be the NAA’s grand marshal for the 2016 homecoming festivities.
- **The Walter Lewis Endowed**: Lewis was the first African-American starting quarterback for the Alabama Crimson Tide football team and a candidate for the Heisman Trophy in 1983.
- **Sylvester Jones Endowed**: The Leadership and Career Resource Center at UA is also named after Jones.
- **The Coach Willie Carl Martin Endowed**: In 2007, Martin joined The University of Alabama football staff as Director of Player Development to help in the personal development of each student athlete and recently retired.
- **The Marcus Jeremy Smith Memorial Endowed**: Family and friends established this scholarship in association with the Richmond, Virginia, chapter in his memory. He was a MIS student at UA when he died in the April 27, 2011 tornado that hit Tuscaloosa.
- Most recently established is the **Phenix City Mayor’s Education and Charitable Endowed in honor of Eddie and Deborah Lowe**. Eddie was a transfer student to The University of Alabama, where he played for the 1982–83 football team as a walk-on, and later as a linebacker playing nine seasons in the Canadian Football League. He is the first African-American mayor of Phenix City, Alabama. The NAA also manages the **African American Alumni Network Endowed**, along with several others.

Community Affairs
- **Service Member to Civilian (S2C)**. The first National Summit on Improving Transitions for military service members was attended by some 250 persons at the Bryant Conference Center on April 16-17, 2015. The attendees included service members, dependents of service members, students, faculty members, researchers, staff members, community agency leaders, faith-based leaders and business leaders. S2C is a national summit that addressed the current and emerging needs of service members transitioning to civilian life. This summit was successful in bringing service members, veterans, and their families to meet with advocates, researchers, clinicians, educators and policy makers from around the nation to better understand and improve the transition from service to civilian life. S2C was hosted by the University of Alabama and led by the School of Social Work. To date, the S2C Summit has been endorsed by the Military Child Education Coalition (MCEC), the Military Officers Association of America (MOAA), the Center for Innovation and Research on Veterans & Military Families (CIR) at the University of Southern California School of Social Work, and the Center for Education and Research for Veterans and
Military Families (CERV) at the University of Missouri School of Social Work. This is a two-year project, and planning is under way for the second year of the project. In cooperation with principal investigator Dr. Karl Hamner, CCBP’s Christopher H. Spencer will direct the community and faith-based component of this conference. The second conference will be held in the Winfrey Hotel in Birmingham on September 21–23, 2016, and a pre-conference event on moral injury and the role of faith-based groups in transitions will be held on September 21.

- National Recognition as a Top Producer of Fulbright Student Awards. In the past year, The University of Alabama celebrated many Fulbright successes. The Fulbright U.S. Student Program offers grants for independent study and research projects and for English teaching assistantships overseas. In February 2016, The University of Alabama was nationally recognized as a top producing institution for student Fulbright awards and listed in The Chronicle of Higher Education among the best producing schools in the nation. Eleven of 30 UA applicants received the Fulbright award and served abroad during 2015–2016, one of the highest success ratios in the nation. This success was the result of the Fulbright Advising Initiative, a joint effort of the Capstone International Center and the Center for Community-Based Partnerships. This cohort of 30 was the largest number of applicants in one year in the history of the University.

In May 2016, seven UA students received Fulbright Awards to serve in 2016–2017 in Germany, Spain, Poland (2), Russia, South Korea, and Zambia. Two awards were in research and five awards were English teaching assistantships. Through these awards, University of Alabama students receive funding to serve in international community engagement and learn its cultural lessons. Fulbright Student awards result from a two-step national review process: The applications that receive a positive review from the U.S. national juries are forwarded to the host countries for final selection.

In spring 2016, UA alumna Jilisa Milton was one of just 20 people chosen from across the United States to win selection into the elite Fulbright Alumni Ambassadors (http://us.fulbrightonline.org/alumni/alumni-ambassadors). Through this program she will share information about Fulbright opportunities at different venues across the nation. She graduated from Ramsay High School in Birmingham, and completed her degree in Social Work at the University of Alabama. She served for two years as an Americorps volunteer in Apopka, Florida. She applied her education and experience in service as a Fulbright English Teaching Assistant in Yogyakarta, Indonesia, 2014-2015. She is currently enrolled in the UA School of Law and is an MSW candidate in Social Work.

To encourage applications for the October 2016 deadline to serve in 2017–2018, the Center for Community-Based Partnerships hosted a Fulbright event on March 1 to encourage student applications. The panel was co-sponsored by The University of Alabama and Stillman College and included Fulbright alumni from UA and Stillman College. Through this panel, ties were strengthened and students from both educational institutions were encouraged to consider Fulbright opportunities for their research and international community engagement.

On April 19, the Center for Community-Based Partnerships co-hosted with the Capstone International Center a campus-wide Fulbright Day to host personnel from the national Fulbright office for public presentations to potential student and faculty applicants. These public presentations and the discussions surrounding them will surely increase our number of applications in the fall Fulbright submission this year and open this international opportunity to an increased number of students and faculty. CCBP secured the participation of Stillman College and Shelton State Community College in Fulbright Day as part of our continuing efforts to work together to build opportunities in higher education in our community.
The commitment of the Division of Community Affairs personnel to the Fulbright Advising Initiative has brought an increased number of awards for our students and increased diversity among the cohorts who go forth to represent UA to the world.

- **Black Belt 100 Lenses Digital Archive.** A CCBP initiative to digitally archive the rich collection of photos from the Black Belt 100 Lenses initiative secures this historic collection for the future. The Black Belt 100 Lenses program, a joint endeavor between the Black Belt Community Foundation (BBCF) and UA’s Center for Community-Based Partnerships (CCBP), focuses on documenting the culture of the region through photography and discussions with high school students from both the public and private school systems in 12 Black Belt counties. The Black Belt 100 Lenses Program combined a research methodology, photovoice, video and critical writing, enabling Black Belt junior high and high school students to analyze their communities with an eye toward grassroots improvements. An archive detailing the contributions of program participants has been produced, through a collaborative effort between CCBP, the Black Belt Community Foundation, and the Alabama Digital Humanities Center. The archive can be found at [http://apps.lib.ua.edu/omeka/](http://apps.lib.ua.edu/omeka/). The process of creating the archive was formally presented in two separate sessions on campus. Each presentation drew a diverse audience of faculty, staff and community partners. The archive was completed with the assistance of a diverse group of undergraduate and graduate student interns and research assistants who gained invaluable experience related to the role of digital humanities in supporting issues of diversity and knowledge creation. A structure has been created to continue the work of this initiative and carry its benefits forward for our University and the people of our state.

- **Center for Community Based Partnerships: Student Employment Opportunities.** The Center for Community-Based Partnerships provides multiple opportunities for employment for both undergraduate and graduate students, in addition to internships and volunteer experiences. Student employees have been recruited and hired with intentionality, to represent a diverse student demographic. The ethnic background of current student employees is 51% White, 29% African American, 4% Hispanic/Latino (American and International), 4% Arab American, and 12% Asian American (American and International). International students comprise about 12% of our student employee workforce. Students are provided opportunities to work in a diverse learning environment and to work within diverse communities.

- **Project SOAR (Sharing Opinions and Advice on Research).** Ongoing efforts at UA to engage community stakeholders and to improve the cultural competency of academic researchers are taking place in two underserved communities in west Alabama. A University of Alabama research team consisting of students, professors, and staff members in partnership with community participants from the urban Holt community and one rural county (Sumter County) in Alabama has been successful in organizing Project Advisory Committees (PAC) for these communities. These unique PACs advise researchers on the selection of relevant research questions and development of culturally appropriate measures and interventions through true partnership with research personnel.

We are currently in the second year of the PCORI Foundation grant. The PAC members are being empowered and they have become a great asset for researchers who want to conduct research in rural Sumter County and in the Holt community. The faculty, staff, and students assigned to the project participated in an orientation session at CCBP with consultants on the project. The first phase of the project was to recruit members for each of the PACs in Sumter County and Holt. Christopher H. Spencer led Sumter County and Holt PAC recruiting efforts. An article on Project SOAR was featured in the November 23, 2015 edition of *Dialog*, the campus faculty/staff
newsletter, encouraging researchers to bring their research materials to received feedback from community advisors.

Researchers are sharing their research tools, and community advisors are providing feedback. On April 21st PCORI foundation representatives were on campus to participate in a conference sponsored by the Capstone College of Nursing. The SOAR team participated in a question and answer session during this conference to share what we have learned and done thus far with the project. We are in the midyear of the final year for the grant; therefore, we are actively seeking additional funding. Following a letter of intent, Dr. Pamela Payne Foster has received permission to submit for a $1.5 million dollar grant. This grant will focus on HIV education, training, and testing.

**Financial Affairs**  
*Following are examples of ongoing activities that reflect the Division of Financial Affairs’ commitment to support diversity within the University’s student body.*

- The Tax Office supports the University’s international student population in a variety of ways. Due to the complex tax rules that apply to foreign nationals, the Tax Office provides individual tax analysis and assistance with the necessary tax withholding forms. By administering tax treaty benefits, the Tax Office enables these students to maximize their financial resources while here at UA.
- The Tax Office works closely with Capstone International Services to provide tax information to students through orientation packets, emails, and website resources. The Tax Office also assists with applications for Individual Taxpayer Identification Numbers (ITINs) as needed.
- The Tax Office administers tax preparation software, which is provided by the University to enable international students to file the nonresident federal tax return with the IRS. Individual assistance is given as needed. The Tax Office also coordinates seminars with representatives from the Alabama Department of Revenue (ADOR) to aid international students with preparation of the state nonresident tax return. Throughout the year, the Tax Office assists international students in communicating with the IRS and ADOR about any tax notices they receive. The Tax Office maintains an open-door policy and provides personalized attention to meet a variety of needs for this diverse population.
- Financial Affairs Business Activities uses the student recruitment resources in Human Resources to employ student workers of diverse backgrounds and to provide learning opportunities in a dynamic working environment.
- In an effort to enhance the growth and development of these students, they are placed with mentors from whom they can learn and elicit support.
- These students serve as a liaison between the area and other students seeking employment opportunities, thereby increasing the possibility of future diverse recruitments.
- Security Resources and Access Control actively seek to promote a welcoming and respectful atmosphere for the creation and maintenance of a diverse University community.
- Garnette Hatchett (UA Project Manager) is continually an active participant in mentoring University students. She is ready to help identify and mentor any new candidates.
- Randy Barton (Director for Architect & Engineering Service) is working with Global Electrical Contractors, Inc. (DBE) to support their efforts to work on campus. Global has been successful in obtaining several electrical projects.
- The University Supply Store continues to work with the Crossing Point program to help train persons with disabilities on how to work in a retail setting. As a result of participation in this program, the Supply Store hired a Crossing Point graduate, Walt Gary, to work in the store on a part-time regular basis. Walt recently celebrated his twelfth year of service at the Store.
- The University Supply Store continues to support several student organizations with their “Better World Books” and “Textbooks for Military Troops” donation drives all year long. These student
groups place boxes in Supply Store locations and utilize Supply Store space for storing supplies and for boxing and shipping the books.

- The University Supply Store continues to be involved with SGA and other student organizations with various community service projects, events and activities. This support continues to enhance and promote diversity efforts.
- Bama Dining continues to employ Crossing Points participants.
- Bama Dining collaborates with The ARC, Easter Seals, Tuscaloosa’s One Place, Workforce Readiness, The Jobs Program, and The Veteran’s Administration to provide employment opportunities for persons with special needs and disabilities.
- Crimson Ride continues to provide buses to the RISE Center and Child Development Center to give students with disabilities the opportunity to learn how to get on and off buses, as well as taking them on short field trips.
- Action Card continues to work with the SOURCE within Student Affairs to provide readers for diverse student groups.
- The payroll department has a rotation of student/work study employees of various ethnic and cultural backgrounds. These student employees are exposed to the diverse makeup of the department’s regular, full-time staff which helps prepare them for real-life work environments.

Following are examples of new activities that reflect the Division of Financial Affairs’ commitment to support diversity within the University’s student body.

- On February 16, 2016, Casey Jones, a tax analyst in the Tax Office, served as a panelist for the discussion on “Local Advice on Income Taxes, Apartment Leases, and the Law”. This event was part of the Evenings at Global Café series, which is sponsored by the Center for Community-Based Partnerships, along with Capstone International Center and other campus and community partners. By participating in this event, Ms. Jones was able to bring attention to tax issues frequently encountered by international students, as well as encourage students to utilize the services offered to them by the Tax Office.
- Crimson Ride created a new route (Silver) that supports Crossing Points program of instruction. The purpose of CrossingPoints is to provide transition services for students with disabilities ages 18-21.

Intercollegiate Athletic Committee
Consistent with UA’s non-discrimination policies, coaches of all sports recruit prospective student-athletes regardless of race, religion, national origin or sexual preference, who are academically qualified to enroll at UA and can participate in intercollegiate athletics at a championship Division I level. In addition, the department supports the University’s efforts to recruit a diverse student population by supporting coaches’ needs to recruit international prospective student-athletes.

The Department of Intercollegiate Athletics continually evaluates and improves its retention efforts with a focus on support programming that will aid student-athletes’ academic and athletic success. Incoming student-athletes determined to be at-risk take part in preliminary testing in order to identify classes and support programming that would best assist each individual student.

In addition, incoming student-athletes are enrolled in a freshman transition course (HES 100) during their first semester at UA. The course is designed to enhance early academic success, and therefore retention of freshman student-athletes by covering topics such as time management, quality study habits, judicial affairs, faculty/student relationships, financial literacy, sound nutritional practices, career exploration, etc. Several other initiatives aid in retention of student-athletes, including leadership development opportunities offered through an undergraduate course, as well as the Emerging Tide Leaders program within the Student-Athlete Enhancement Department. Select sophomore student-athletes are enrolled in a
life calling and leadership discovery course (HES 275) in which the students develop skills that will promote their leadership potential throughout their collegiate career. Speakers are incorporated within the content of the course to share various experiences and viewpoints. The 2015-2016 speakers included, Greg Sankey-Southeastern Conference Commissioner, Avery Johnson-Alabama Men’s Basketball Head Coach, and Danae Hays-Former UA Student-Athlete/Crimson Tide Productions Intern. In addition, select juniors and seniors from each team participate in additional leadership development programs designed to enhance their leadership skillsets and encourage application of such to positively affect their student peers.

Over the past 5 years, the African American student-athlete graduation rate has consistently been at or above the University rate. And the GSR for this same group has risen from 71% to 80% for the same period.

Through funds available from the NCAA, the Department maintains the Student Assistance Fund for student-athletes, which is used to assist student-athletes in meeting financial needs that are not covered by their respective scholarship. Uses include expenses related to family emergencies, medical needs not covered by their sport, course supplies, necessary clothing and other permissible expenses. While the fund is available to support all student-athletes, it has a significant impact directly benefiting students with fewer financial resources, thereby enhancing the likelihood of these students continuing their enrollment toward graduation.

Research
The University Research Compliance Officer/Director served on the ADA/504 Coordinator to facilitate and assist with any disability matters in the division. In support of the University’s commitment to diversity, the OVPRED provided special training sessions related to Human Subject Research to the staff and students affiliated with the Women’s Resource Center.

MINT
MINT offered a summer internship program to a diverse set of high school students, including local, international, and REU students.

Student Affairs
The Division of Student Affairs is actively involved with strategies to recruit and retain a diverse study body. Beyond recruitment and retention efforts, programming and services engage students in activities and experiential learning that prepare them to live and work in an ever-expanding global environment. Again there are examples across the 17 different departments of diversity efforts that have been pursued, however, the recent effort toward increased integration of the Greek community exemplifies the intentional effort of Student Affairs in promoting diversity across the UA community. Beyond efforts to increase racial and ethnic representation, the service and leadership center provides examples of the type of experiential learning opportunities that prepare students for the global market place they will enter after graduation from the capstone.

Greek integration efforts: Efforts undertaken to assure equal access of underrepresented groups into traditionally white fraternities and sororities are indicative of the efforts Student Affairs is placing on this critical issue. First, through this process Student Affairs “has reviewed and, where appropriate, revised, applicable Policies as well as related materials (e.g., complaint forms, student and employee handbooks) to assist the University in promptly and appropriately responding to allegations of discrimination against students based on, among other things, race and national origin. To that end, the University has, among other things, drafted any necessary additional or amended Policies to include clear and comprehensive procedures for:

i. Prompt and accurate reporting of complaints to the Dean of Students,
ii. Reporting and responding to formal and informal complaints, anonymous reports, and complaints from witnesses who are not the victims of the discriminatory conduct, in addition to guidance regarding whether and how any such allegations of discrimination or harassment implicate the Policies;

iii. Maintaining and preserving records related to allegations of discrimination and harassment, including notifications of complaints, interview notes, investigation summaries and reports, and documentation of remedial actions;

iv. Promptly and effectively responding to allegations of discrimination and harassment, including protocols for conducting and recording interviews with complainants, victims, alleged perpetrators, and witnesses; obtaining and maintaining necessary documents and other materials; preparing investigation summaries and reports; and identifying potential remedial measures and consequences;

v. Determining and administering consequences for violations of the University’s Policies, such as written warnings, probation, mandatory training classes, restricted privileges, restitution, community service, and, where necessary, exclusionary discipline including suspensions and expulsions, as well as organizational sanctions.”

This systematic process of reviewing policies and procedures, while initiated relative to the Greek system, applies to all student organizations and as a result is a benefit for all students at UA regardless of Greek affiliation. Additionally, other policies have been put in place to the benefit of all students across all student organizations, specifically:

- All student organization Constitutions must contain the following statement: “Membership in registered student organizations shall be open to all students of The University of Alabama, without regard to race, religion, sex, disability, or national origin, color, age, disability, gender identity or expression, sexual identity, or veteran status except in cases of designated fraternal organizations exempted by federal law from Title IX regulations concerning discrimination on the basis of sex.”

- All student organizations must be trained annually on University Policies, the discrimination/harassment complaint process (including procedures for the reporting, investigation, and resolution of complaints), as well as appropriate penalties for violations.

In addition to these policy changes that have been put in place for the benefit of all students at UA, additional processes unique to the Greek community have been implemented, including the addition of a Director of Community Development and Outreach position within the Panhellenic leadership structure on UA’s campus.

Beyond these policy-focused efforts, collaborations with appropriate offices and campus partners have been fostered. Once again, collaboration is prolific throughout Student Affairs and partnerships among the 17 departments are ubiquitous, particularly around areas of diversity, equity, and inclusion. Examples of these collaborative efforts around recruitment of a diverse study body are highlighted by Student Affairs partnership with admissions. Important collaborations between admissions and Student Affairs offices include:

- The Deans of Students Office recruitment
- Fraternity and Sorority Life provide prospective students tours of chapter houses. This partnership resulted in over 400 prospective students having official tours of chapter houses during the Spring 2016 semester.
- University Recreation as a major stop on the Admission tour
- Housing and Residential Communities provides access to show rooms in the residence halls for prospective students, and parents, to see while on an admission tour multiple times throughout the day
Veteran and Military Affairs in discussing VA benefits for Veterans and military dependents with prospective students and their families. This is also a strong partnership with financial affairs and has resulted in the generation of tens of millions of dollars for UA through an improved verification process over the past 4 years. This attention to Veterans and military dependents over this time frame has seen an increase in retention of this population. It should be noted that Veterans and military dependents have higher ratios of underrepresented racial minorities (27% African American) than the general student body (12% African American). Through Veterans and Military Affairs partnerships with Admissions and Financial Affairs an increase in retention for this population has been observed including a higher retention of the underrepresented groups when compared to the general student population.

Beyond these collaborations with admissions, Student Involvement oversees well over 700 student organizations that meet the needs of every type of interest for students to participate. Attracting a diverse student body requires a diversity of experiences be offered at UA. Student Involvement provides the forum for students to find a comfortable environment on the UA campus.

As outlined earlier, within this forum, policies have been put in place to foster an inclusive environment. Having used recent efforts around increasing access to the Greek community as an example of the commitment and ways Student Affairs is working to recruit a diverse student body, the next section will look at intentional programming that is taking place to prepare students for the global environment.

**Preparing global citizens:** As with recruitment of a diverse student population, a large number of programs, services, and opportunities are taking place across the division of Student Affairs to prepare students for the global world they will live and work. The Service and Leadership center will be used as the example of the intentional approach that is being brought to this goal of students learning through intentional, high impact opportunities. Service and Leadership center reports impressive numbers of 10,000 students participating in a variety of service opportunities, over 1000 students participating in Al’s pals, and over 110,000 lbs. of food donated to the West Alabama food bank. All of this service is estimated to contribute to over 1,000,000 volunteer hours over the past year, however, these numbers do not accurately reflect the impact that these programs are having on UA students. Through purposeful and thoughtful planning, programs are designed to bring a high impact experience to participants. For example, after each service learning trip students are asked to reflect on their experience across five domains;

- Awareness of challenges impacting your community,
- Awareness of their role in providing solutions to these issues,
- Awareness of lessons learned about people with different background and perspectives,
- Awareness of their level of civic engagement,
- Awareness of their perspective on poverty

The following quote is representative of the lessons learned by UA students as they are mentored through their service experiences. This student recently returned from an alternative spring break service trip to Nicaragua where they worked in the community and were able to observe, for a short time, poverty in the world.

We had a chance to explore Santa Julia and saw many others with hard lives. Sixty-nine families live in Santa Julia, most of whom had poor educations and few opportunities. The women of the community have band together, however. They have started their own coffee company and have worked hard to achieve success for their community. While the poverty I saw saddened me, I am proud of the work these women have accomplished. Our group purchased some candles and bags of coffee from these women. We later found out that each $7 bag of coffee purchased, fed a whole family rice for two weeks. Purchasing their coffee was only a small action of mine that made a difference. Now that I am more
educated on these issues, I feel as though I can contribute more. Spreading awareness about poverty is great. However, to really make a difference, I think it is best to focus on one community at a time. Raising money and spending it in the most efficient way on a community has really made a difference. Poverty does exist in Tuscaloosa, though maybe not to the extreme it did in Santa Julia. I know now to focus on one community at a time in order to make a difference. (Freshman, Female, College of Arts and Science)

This student was able to reflect on the poverty she witnessed, recognize the resiliency of others, and bring that experience to her own circumstances here in Tuscaloosa. It is through thoughtful and intentionally designed programming that students are making these connections about the global world where they live and work. As was mentioned previously, programs through this department have over 10,000 UA students engaged in service activities.

Numerous other examples can be given of intentional programming, taking place across the 17 departments within the Division of Student Affairs, that are preparing student for a global economy. Of interest is the Greek community and how this high profile population is addressing issues of diversity for active members. Issues of diversity and inclusion are incorporated into the annual Greek Leadership Summit. The Greek Leadership Summit has a curriculum focused on diversity of perspective and opinion. Representing over 11,000 students on campus the Greek student population is woven into nearly every element of the campus community. The Greek leadership summit educates a crucial demographic, specifically the leaders of the Greek community.

During this summit there are nearly 100 different attendees representing every Greek chapter and every inter/national council on campus. The curriculum developed for this Leadership Summit addresses diversity, equity, and inclusion and how these topics tie to the UA campus community. This curriculum takes place in seven sessions over three days, with each session focusing on a specific leadership element. The topics for the seven sessions are; seeing others perspectives, bystander intervention, bias, privilege, and collaboration. Each chapter leader was asked to reflect on each session following their attendance. This resulted in a total of seven reflections over the course of the summit. Through a qualitative process the theme of ‘Others’ emerged from these Greek leaders’, nearly 700 reflections. This theme of ‘Others’ showed that through the curriculum participants, as a group, are considering others when they are making decisions. These results have validated the curriculum in showing it is having the desired effect on Greek Leadership Summit participants. As a result, plans are in place to expand the summit in 2016-2017 and model the curriculum for other training processes and look at the feasibility of expanding opportunities for rank and file members to receive this type of training.

This section has highlighted two departments and provided clear examples of the intentional work that is being done to provide high impact learning experiences centered on diversity, equity, and inclusion within the division of Student Affairs. Both of these departments have broad reach in their contact with student populations reaching around 10,000 students through their efforts. While not having the same reach, similar examples can be provided with First Year Experience and Parent Program’s “Freshman Forum” or Housing and Residential Communities “Residential Curriculum.” If we expand our definition of diversity, equity, and inclusion beyond a narrow construction of race and ethnicity, the Women and Gender Resource center is providing intentional programing related to gender and gender identity students and the University Recreation Department is providing services and opportunity for students with physical disabilities. These examples are representative of how Student Affairs is contributing to a civil campus respectful of diversity and difference.

COLLEGES AND SCHOOLS
Arts & Sciences, College of
The College continued its recruiting and retention efforts of underrepresented and minority students. As a flagship event, the College organized the Graduate Recruiting Expo (GREX -- formerly Bama Grad Expo) to bring prospective graduate students on our campus so that they can meet with A&S faculty and current graduate students, learn first-hand from the Graduate School about the academic resources, research opportunities and financial assistance available in our graduate programs, and how a graduate degree from the University of Alabama can launch them towards their career goals. While open to a wider audience, the target this year was women and minorities in STEM. Out of 19 who attended, 10 chose to enroll at UA, which represents an impressive enrollment rate, considering that these students tend to shop around before finally deciding where to move for their graduate studies.

The Associate Dean for Multicultural Affairs set up a recruiting booth at the annual Compact for Faculty Diversity’s Institute on Teaching and Mentoring, which is organized by the Southern Regional Education Board (SREB)’s Doctoral Scholars Program. This Institute is the largest gathering of minority doctoral scholars in the country. This College has had a continuing presence for the last consecutive 10 years. This consistent effort led The University of Alabama being awarded recognition for 10 years of commitment to recruiting for faculty diversity at the Compact for Faculty Diversity Institute on Teaching and Mentoring.

The Associate Dean for Multicultural Affairs attended the Annual Biomedical Research Conference for Minority Students (ABRCMS). With 3,300 attendees, this is the largest, professional conference designed to encourage underrepresented minority students to pursue advanced training in science, technology, engineering and mathematics (STEM). The College joined ABRCMS in the exhibitors program to share information about our graduate school and research opportunities.

The College through its Diversity Committee organized “Meet the Capstone,” an event to recruit high school students from Tuscaloosa County and the surrounding Black Belt. High school students were invited to visit UA for a day to experience the campus life, with the hope that they won't drop out of school, but instead consider pursuing a college degree.

The College continued to sponsor the Dean’s Diversity Merit Awards. The A&S Dean’s Diversity Award is specifically designed to help attract underrepresented graduate students. Each award is worth $6,000 per year add-on to any other type of financial support (GTA, GRA, or other fellowships) and is renewable for up to 3 years based on satisfactory academic progress.

The Associate Dean for Multicultural Affairs attended a major conference: Diversity, Learning, and Student Success: Shifting Paradigms and Challenging Mindsets (March 17-19 in Philadelphia), organized by the highly reputed Association of American Colleges and Universities (AAC&U). This year’s meeting was designed to help educators and campus leaders address the many pressing issues related to diversity and equity facing college campuses today.

As part of its recruitment and retention efforts, the College continued to provide financial support to underrepresented groups and students. Examples include:

- Tuition support for Carla Burroughs, Department of Criminal Justice.
- Travel support for Brianna Smiley, Department of Physics and Astronomy, for the Mathematics in the Renaissance Study Abroad Program in Rome, Italy.
- Travel support for Briana Whiteside, Department of English, to attend the Summer School on Black Europe in Amsterdam, Netherlands.
- Travel support for Ashley Burge, Department of English, to attend the Summer School on Black Europe in Amsterdam, Netherlands.
- Travel support for Diamond Forde, Department of English, to attend the Convivio Conference.
• Travel support for Tanesha Childs, Department of Art and Art History, to attend Toronto’s Feminist Art Conference.
• Travel support for 6 students in the English Department to present papers at the international conference for Sigma Tau Delta, held in Minneapolis, MN.

Culverhouse College of Commerce

The Culverhouse College awarded scholarships to 406 minority students totaling $1,055,290 for the 2015-2016 academic year. Minority students are encouraged to apply for other College-wide scholarships as well as scholarships offered within their chosen majors. Among those scholarships were two unique cases—a student from Haiti whose financial support was lost when the man supporting his education passed away and a first-generation, African-American female who was not able to cover her tuition and thus otherwise would not have been able to continue on at UA. In the latter case, the College matched the student to a female faculty member for a mentoring relationship designed to help her advance her career in marketing. The last two recipients for the Don Myhan Scholarship for Human Resource Management have been African-American students.

Culverhouse has developed a plan for focused recruiting efforts for minority students in Alabama high schools and will be meeting with high school counselors at the five Alabama high schools that graduate the largest number of minority students who qualify for UA’s Honors College.

Two minority students graduated with Ph.D.’s in economics, a Hispanic male and an African American Male. Both were placed in excellent positions. Research publications by minority students increased this year.

Culverhouse’s Sales Specialization in the Marketing Department has a diversity initiative. There is a staff person assigned to the diversity efforts relating to the student composition of the sales specialization. The goal is enhance diversity in the sales specialization student body.

The Human Resource Institute and Culverhouse College of Commerce Human Resource Program is committed to being an affirmative instrument of inclusion for all minority students interested in pursuing a Human Resource Management course study and career. The program accomplishes this action orientation by readily and affirmatively engaging minority and female student’s/community citizens in significant ways through course study; campus student groups; community, business, and labor outreach; direct contact with diversity groups inside and outside the school, securing jobs and internships for students, and awarding scholarships and program assistance to minority students. The Student Society of Human Resource Management (SHRM) Officers in the last two years have been and will be this academic year as well, wholly made up of female, African-American, and Asian minority students. Working closely with the current Commissioner of the State of Alabama Department of Labor (ALDOL) to coordinate community outreach programs including job search for citizens, career sourcing recommendations, and assistance to their staff in areas of training, management development and employee assessments for their employees. Additionally, the HR Program works closely with the Culverhouse Career Center to participate in their Diversity events held on campus with employers throughout the country. The HR Program includes diversity inclusion subjects in all of Human Resource Management courses taught in the Culverhouse HR Program. Diversity is a significant part of the program and provides the platform for students who will be charged with such responsibility in their careers.

Culverhouse offered three sections of GBA 145 for students indicating interest in accounting as a major starting in Fall 2015. This helped Culverhouse identify members of underrepresented populations who are interested in accounting. Culverhouse’s capstone undergraduate business course, GBA 490, changed
the way that it selected teams for a semester-long project in order to increase diversity among team members.

The EMBA program held a Women’s Leadership Luncheon in Birmingham this year. This is for women EMBA prospects and was held in March at the Summit Club. Alumnae and current students were invited to attend.

The annual Culverhouse Leadership Diversity Case Competition was held January 28-30, 2015. Fourteen teams competed in the case study competition and attended events. This case competition provides prospective graduate students with an idea of what a graduate business program entails and is a recruiting opportunity for Manderson. The three-day event was supported and coordinated by Culverhouse faculty, staff, and graduate students. Corporate partners from Coca-Cola, Regions, and other companies served as judges for the competition.

The ISM department has two student organizations focused on supporting female students: Women in IT (WIT) and Women in Operations Management. The ISM department also has one student organization focused on supporting minority students: Capstone Mentoring Information System Students (CMISS).

Members of the Culverhouse faculty, along with minority doctoral students, attend KPMG’s PhD Project (http://www.phdproject.org) conference every November, in an effort to recruit minority doctoral students. The PhD Project is the premier recruiting and networking conference for minority potential PhD candidates and major PhD granting universities in the USA. These faculty return to the College and share information with other PhD program coordinators. This year, Dr. Will Jackson, Peter Johnson, Tom Baker, and Tom Lopez attended the conference. Also, there were two Culverhouse PhD students who attended the conference (Reg Tucker and Erika McCalpine).

- PhD program coordinators utilize the PhD Project and participate by:
  - Reviewing applications to the program.
  - Writing personal letters to each candidate who meets admission criteria, asking him or her to speak with us at the conference.
  - Searching out and meeting with candidates while attending the conference events.
    - Following up after the conference to gauge a candidate’s interest and, if appropriate, invite the candidate to campus for an interview.

The Manderson Graduate School of Business has continued to increase their efforts to recruit underrepresented students:

- The Manderson Graduate School of Business recruited heavily at Oakwood University (Huntsville, AL), Stillman College (Tuscaloosa, AL), Alabama A&M University (Huntsville, AL), and AUC Consortium: Clark Atlanta, Morehouse & Spelman College (Atlanta, GA).
- Attended, hosted a table, and spoke on a panel for the National Diversity MBA Summit in Atlanta on August 1, 2015. Through it, Culverhouse recruited an African-American female student who is starting in the MBA Class of 2018. (About this event: The third annual National Diversity MBA Summit, hosted by the Scheller College of Business – Georgia Institute of Technology in conjunction with the Stratus Foundation and Stratus Prep. The summit is an outstanding opportunity for diverse, talented MBA candidates to engage with representatives from leading MBA programs and gain significant knowledge about business school admissions to ensure a successful application.)
- Attended and hosted a table at Atlanta's Forte' Forum for Women, an organization focused on increasing females in the business world through education (August 2015 and August 2016). http://www.fortefoundation.org
- Culverhouse students, staff, and faculty attend the national meeting of the National Black MBA Association (NBMBAA) and participate in the NBMBAA Case Competition. Manderson provides funding for students to attend this conference. Students find participation
in this organization beneficial to their professional development. Faculty and staff continue to look for opportunities to help with recruiting and placement. Manderson also sponsored a booth this year.

- Increased marketing towards diversity and inclusion through selective photography and videos, as well as targeted mailouts and email blasts.
- Attended several training and development sessions on minority recruiting at GMAC conferences, Forte Forum, NAGAP, etc.
- Increased minority MBA student enrollment this year from 11% to 14.5% (but more than doubling the number of minority MBA students). From four African American, one Asian, and three Hispanic entering in 2015 (8 total) to 8 African American, six Asian, two Hispanic and one American Indian (17 total) entering in 2016.
- Female MBA enrollment also increased from 25% (24 entering in 2015) to 29% (37 entering in 2016).

Communication & Info. Sciences, College of

Graduate Students:
Like most graduate programs in good economic times, our College’s overall graduate enrollment has dipped slightly in recent years. That trend continued in 2015 with overall enrollment down to 323 students. However, the number of African-American and Hispanic students in the College did increase by three in 2015, just as it did in 2014. Hispanic graduate enrollment still trails African American graduate enrollment. Students designated as “Other” and “Non-resident alien” comprised 13% of total graduate enrollment in the College in 2015.

Undergraduate Students:
Both African-American and Hispanic undergraduate enrollment in C&IS continued to increase in Fall 2015. The single-digit increases reflect the trend over the last several years. Non-white students still make slightly more than one-fifth of our college's undergraduate population. The number of African Americans receiving undergraduate degrees from the College dropped slightly to 8.8% in 2014-2015 from 10% a year earlier. At the same time, the number of Hispanic student graduates increased to 3.8% of those receiving degrees from the College.

Recruitment and Retention Efforts:
In 2015-2016, the College continued its outreach to Shelton State Community College with its first “Shelton State Day @ CIS.” This preview day held in February 2016 drew about 20 students who expressed an interest in transferring to the University after completing coursework at Shelton State. The half-day session included a tour of the Digital Media Center and a panel discussion with current and previous UA students who had previously attended Shelton State. The Office of Student Services plans to focus its community college outreach with a special website devoted to information to facilitate transfer experience. Also, similar outreach efforts are planned for Jefferson State Community College and Bevill State Community College.

Recruitment can start much earlier than community college. George Daniels continued to work with The Oakdale Eagle Journalism Program, which runs daily each morning at Oakdale Elementary, a school with a predominantly African-American student and teacher base. In December 2015, the 14 students came to the University of Alabama campus. They practiced speaking skills in The Speaking Studio and visited University Printing, where they saw copies of The Oakdale Eagle printed. Also, in Spring 2016, Daniels spearheaded a new partnership with Tuscaloosa’s Westlawn Middle School, where several former Oakdale Elementary students are now enrolled. The partnership lead to the launch of The Falcons’ Nest, a student produced newsletter, which published editions in the March 2016 and May 2016. As a part of the partnership, University of Alabama journalism student Trent McDaniel
completed an independent which allowed him to serve as a layout/production consultant for The Falcons’ Nest.

The Multicultural Journalism Workshop, an annual residential camp lasting 10 days offered at UA, was held in June 2015. The workshop gives high school students – especially those from underserved populations—intensive training in journalism and encourages them to consider careers in writing, reporting, editing, layout and photography for newspaper, online or broadcast. By working one-on-one with Alabama professional journalists, students learned the importance of journalism and its public service mission. In addition, the program encourages diversity in the state’s newsrooms by actively recruiting people from groups that have been underrepresented in the media workplace. 2015 was the 32nd MJW summer program offered at UA. Students of the MJW Class of 2015 came from eight states, with 12 girls and 1 boy. Of those, 10 identified as African-American, one African American/Pacific Islander, one African American/Caucasian and one Asian American/Pacific Islander. Eight were from Alabama, one from South Carolina, two from Tennessee and one from Virginia.

In the area of retention, three students from the Capstone Association of Black Journalists traveled to Memphis, Tenn. to attend the National Association of Black Journalists Regional Conference in April 2016. As a part of the visit to the MidSouth, the students also met with two African American alumni of the College, Alex Coleman and Zaneta Lowe, both of whom are anchor/reporters at Memphis’ top-ranked CBS affiliate, WREG-TV NewsChannel 3. Coincidentally, the day the students visited, Coleman and Lowe were co-authoring the 4 p.m. newscast.

Meanwhile minority student retention efforts were increased in 2015-2016 with the launch of a mentoring program in the Department of Advertising and Public Relations. Ad-PR professionals were matched with majors in advertising and public relations. The program was so successful that there are efforts to make it a College-wide in 2016-2017.

Lidia Juarez received The American Advertising Federation's Top 50 Most Promising Multicultural Students Award. The AAF’s Most Promising Multicultural Students program connects the advertising industry with the nation’s top minority college seniors.

Lidia Juarez also was accepted into the nationally competitive 4A's Multicultural Advertising Intern Program (MAIP; maip.aaaa.org/). By combining real-world work experience, training and development, and networking opportunities within the industry, MAIP participants gain a valuable professional credential to better position themselves in the marketplace. In addition to a full-time paid internship, MAIP fellows participate in a series of agency sponsored professional development workshops and seminars, which provide a deeper dive into the various advertising and media disciplines.

Leah Seay, A+PR MA thesis student, was named as a 2016 LaGrant Foundation Scholar. LaGrant seeks to increase the presence of non-white professionals within the PR industry by combining scholarships with mentoring. Leah’s application was supported by Dr. Meg Lamme.

Community Health Sciences, College of
The College of Community Health Sciences functions as the Tuscaloosa Regional Campus for the University of Alabama School of Medicine—which is headquartered in Birmingham—providing clinical training for a cohort of third- and fourth-year medical students.

The main campus of the University of Alabama School of Medicine at UAB approaches diversity recruitment and empowerment with intentionality. In 2013, the UASOM Executive Committee adopted a strategic plan with the goal of promoting a more diverse presence of highly qualified trainees and faculty.
The CCHS Office of Medical Student Affairs maintains an environment of inclusiveness for all CCHS students, making particular efforts to foster an atmosphere of openness and support for students from underrepresented groups. Office staff have undergone UA Safe Zone training and have the UA Safe Zone emblem prominently displayed on their doorways. Office staff maintain an atmosphere of inclusiveness by serving as a resource for guidance and counseling.

Efforts continue with the Rural Health Leaders Pipeline, a series of programs that recruit and support rural Alabama students who want to pursue careers as healthcare professionals in rural and underserved communities. Students of rural origin are considered a specific target group for recruitment into medicine due to the underrepresentation of health services and physicians in rural communities.

CCHS minority faculty regularly hold informal social events, bringing minority students and residents together with faculty and minority healthcare providers from the community. These gatherings offer a means of support and mentorship for minority students and residents.

Education, College of
The COE offers an inquiry-based course, *Redefining Diversity on Campus* that focused on understanding ways in which social stratification that perpetuates the persistence of inequality in the broader society as reflected and reproduced in campus systems of tradition and color-blind policies. Students selected a current educational issue and examined how they came to view themselves as members of the university community. The COE offers Freshmen Learning Community Teacher Cadet Class. The class was designed to help Teacher Cadets explore aspects of class and culture and how the changing classroom demographics are expected to impact the future of K-12 public education.

The Dean hosted a delegation of visitors from China and from Thailand. As part of a partnership agreement, a visiting guest professor form Nan Jing University is always on the COE faculty. And in exchange, a doctoral student from the COE is currently spending a year in Nan Jing University.

The College of Education participates in the national Holmes Scholars Program. Holmes Scholars are doctoral students who come from backgrounds underrepresented in the professorate. The College of Education provides two Holmes Scholars with assistantships as well as professional development and travel funding during their participation in the program.

Coursework in the Department of ELPTS focuses on issues of access and professionalization. AHE 603, *College and University Teaching*, includes examination of “learning and diversity.” The Educational Leadership program’s degrees all include courses that examine school communities, both internal and external, in order to sustain the program’s goals to “foster democratic communities, and promote social justice.”

The Office of International sends UA faculty to several Latin American school sites to teach classes in the College’s distance education degree programs.

All Music Education major students are required to complete a world music cultures course, which is a diverse overview of classical, popular, and folk music traditions comprising all of the major world cultures.

Faculty service in the Department of Educational Leadership and Policy Studies includes work regarding issues of diversity, such as membership and leadership positions in the following areas: UA Black Faculty and Staff Association; Journal of Social Inclusion editorial board; UA Safe Zone Advisory Committee; UA Advisory Board, Women In Science and Engineering; UA Tide Together mentors (first-generation students); 50th Anniversary of Integration at UA committee; UA College of Education Council for
Certain courses in the Department of Curriculum and Instruction are focused on diversity concerns. CCE 366, for instance, resulted in the coordination of a Black History Month Family Night at University Place Elementary School, which included a guest speaker from the Birmingham Civil Rights Institute. The College’s Holmes Scholar, it should be said, also worked on this effort by providing African American inspired music at the event. All clinical placements in the teacher education program of the department and all of the off-site classes accounted for the diversity of the school population and setting. CEE 401: Managing Effective Classrooms II: Diversity Focus (Fall 2014) included a series of speakers who all discussed a variety of issues related to diversity. It included representatives from China, Crossing-points representatives, LGBTQ community representatives, individuals with disabilities, and an English as Second Language/Linguistics professor; CEE 401 - Managing Effective Classrooms IV: Differentiation Focus focused on how to create differentiated instruction for students with special needs, various learning styles, interests, and multiple intelligences. Issues of diversity were introduced to Secondary Education students in a separate Diversity course (CSE 493). The disposition of advocacy for diversity was assessed in the fall 2014 semester at three key checkpoints: CSE 390, CSE 469/479/489, and CSE 497.

The Department of Special Education and Multiple Abilities offers a course (SPE 100: Exceptional Lives in Society) that gives non-education majors an introduction to the various exceptionalities evidenced in learning and well as suggestions on how to be more receptive to the needs of diverse populations. It also operates CrossingPoints Program in collaboration with the City and County School Districts to serve young adults with Intellectual disabilities. Youth in the program typically identify around 75% African-America and the employment placement rate from program completers is over twice the national figures for comparable school graduates dealing with an identified disability. The Gifted Education program in the department, working in conjunction with the Multiple Abilities Program, operates a Summer Enrichment Workshop at Mathews Elementary School in June and this year, 30 youngsters from Westwood School in Tuscaloosa were granted scholarships to participate in the program. These children and youth on scholarship represent lower income families who would typically be unable to attend the program. Also affiliated with the department is the Student Council for Exceptional Children, which co-hosted the senior prom at Oak Hill School for youth with intellectual disabilities. Finally, the Multiple Abilities Program conducts an after school program for children at the Skyland Elementary school to provide meaningful, academic extension activities to a predominantly low income and African-American population.

The Department of Educational Leadership and Policy Studies (ELPS) offers several courses directly addressing issues of diversity: AEL 667 Multicultural and Social Education for Leadership Personnel; AHE 560 Comparative Higher Education; AHE 603 College and University Teaching; BEF 507 Sociology of Education; BEF 510 Social and Philosophical Foundations of Education; BEF 534 Multicultural Education; BEF 585 Language Politics and Education; BEF 650 Critical Race Theory in Education. Faculty members in the Department of Educational Leadership and Policy Studies also often offer courses in which issues of diversity are embedded in the readings and assignments of the course, such as AEL 520 Leadership for Communities and Stakeholders, AEL 522 Leadership for Teaching and Learning, AHE 507 Student Development Theory I, AHE 520 The Student in Higher Education, BEF 581 Educational Policy and Reform, and BEF 653 History of American Higher Education.

**Engineering, College of**

Multiple UA department are participants in the Louis Stokes Alliance for Minority Participation program. The LSAMP program is funded by the NSF with the objective to increase the number of STEM undergraduate and graduate degrees. Dr. Viola L. Acoff has served as director of The University of
Alabama’s site of LSAMP since 1996. In this capacity, she spearheads activities to increase the number of science and engineering degrees awarded to students from underrepresented minority groups.

Graduate School

Recruitment and retention initiatives described in Goals 1 – 2 play a direct role in increasing diversity within the student body. The accomplishments and steps described below describe specific recruitment events efforts at diversifying the graduate student body.

The Graduate School participated in recruitment events and programs at US and international universities. This included visits to HBCUs and universities hosting McNair Scholar events. These events netted over 400 student names. Each received information about UA programs from Graduate School and programs of interest.

The Graduate School sent information about UA graduate programs to all (2000+) US McNair undergraduate students engaged in research projects. The Graduate School also co-hosted (with the College of Arts & Sciences) the Graduate Recruitment Expo (GREX). Aimed at students from underrepresented groups, twenty-five students attended this event. Although the yield rate for the 2016 event has not yet been determined, previous years have been at the 50% level.

Through a tuition agreement with Stillman College UA provided tuition scholarships to 7 staff members who were pursuing graduate degrees. A Joint Faculty Development fellowship was tendered to 1 student at Alabama A&M University. This student received a $15,000 fellowship plus a tuition scholarship for 2 years.

The Graduate School provided full tuition support to 7 of the former undergraduate McNair Scholars who have come to UA to attend graduate school. All graduate application fees were also waived for McNair Scholar applicants. The Graduate School hosted the McNair Scholars Visitation Day in November of 2015. This event is publicized nationally in order to promote UAs image of diversity and inclusion. Fifty-three McNair Scholars and 8 McNair Directors from 23 different institutions registered for the event. We provided a $500 travel stipend to all McNair Directors who participated in the event with their students.

The Graduate School Ambassador Program, with approximately 40 graduate students serving, many of whom are members of minority or underrepresented groups, helped with diversity recruitment activities. The Graduate School continues to support departments and student groups as they work to promote UA and diversify graduate student recruitment. In 2015-2016 the Graduate School provided over $7000 for these types of events. Examples include:

- Support for prospective students from underrepresented groups to attend UA campus visits.
- Support for Creative Writing program recruitment activities.
- Support to aid the Department of History in hosting the Annual Meeting of the Southern Conference on Slavic Studies.
- Department of Theatre and Dance recruitment events in Atlanta.
- Department of Journalism recruitment events at the ACP/CMA National College Media Convention.
- Support for the Culverhouse College of Commerce Leadership Diversity Competition.
- Financial assistance for the UA Chapter of the Public Relations Student Society of America (PRSSA) to host the regional conference in Tuscaloosa.
- Support for the Marriage and Family Therapy program interview day.
- Sponsorship of the 2016 Southern Regional Student Conference of the American Institute of Chemical Engineers at UA.
- Support for Educational Research program prospective student campus visits.
- Sponsorship of the Women and Gender Resource Center LunaFest film festival.
The Graduate School has worked with departments and colleges to increase research and travel grant funding more than 9-fold, from ca. $74,000 in 2005-06 to $671,000 in 2015-16. While this program does not target only minority students, the total number of students supported this year rose from 168 in 2005-06 to 1,027 for the 2015-16 academic year.

The Graduate School partners in many ways with programs and departments in their recruitment efforts. Emphasis is always placed on efforts which will yield a diverse student population. This includes the dissemination of information from the national McNair Scholars Program student database. Graduate School also purchases names from ETS of students who have taken the GRE.

**Honors College**

In the planning of student recruitment events, the Honors College has particularly emphasized the inclusion of minority-dominant schools in its on-site school visits and on-campus event invitation lists. To assist in the development of Honors-eligible students, the Honors College faculty and students formed and administered an ACT/SAT exam preparation service provided to students in five different minority-dominant schools in both rural and urban areas of the state. Honors College students also worked with rising junior and senior minority high school students throughout the summer in Birmingham, Huntsville and Tuscaloosa to prepare the students for AP classes offered through the CollegeFirst Summer Academic Institute. Honors College administrators met with the Advanced Placement teachers from across the region and attended counselor luncheons to build its minority student recruitment network and accentuate the commitment to increasing diversity on campus. The Honors College dean presented to the Rural Health Scholars, a summer program primarily comprised of minority high school students, to encourage their participation in the various honors programs. The Dean also traveled to high schools on recruiting visits with considerable attention directed at African-American prospects along with eight visits specifically targeted at schools across the state with a significant minority population. The Dean, Honors College students and staff members also send personalized recruiting letters and make phone calls to the National Achievement Scholars identified by the Admissions Office. The Honors College also continued with a peer-mentoring program this year as a means of providing support for entering freshmen students from upper-division honors students, which is intended to enhance the sense of community as well as increase retention and performance of minority students.

Honors College personnel have also been working with members of the Black Faculty and Staff Association to provide professional development sessions to prepare currently enrolled African-American students to transfer into the Honors College during their freshman or sophomore year. A cohort group of 18 students from this program transferred into the Honors College during the 2015-16 academic year.

**Human Environmental Sciences, College of**

Each department in the College of Human Environmental Sciences (HES) recruits students with emphasis on students from underrepresented or minority groups.

Specific departmental activities include:

- The Graduate Director in Human Nutrition met with a prospective African-American doctoral student to discuss recruitment for the doctoral program in Health Education and Health Promotion with an emphasis in Nutrition.
- An instructor in Restaurant, Hotels, and Meetings Management met with 35 high school students from McAdory High School’s Culinary Arts program to tour the Foods Lab and discuss the RHM major with the students. McAdory High School is an ethnically, diverse school, with >50 percent of the school enrollment being non-Caucasian.
- Informal recruitment efforts have taken place with health education faculty and students from Historically Black Colleges and Universities through phone contacts and meetings at professional conferences. These efforts have focused primarily on the recruitment of graduate students.
Several departments employed African American students as graduate assistant. Duties included teaching assistance, membership on a research team, and working with graduate faculty on recruitment. Faculty and staff within the College offer support and encouragement to minority students, guiding them in their coursework and individual research projects and encouraging them to pursue leadership roles. Such involvement has led to many of these students successfully landing jobs after graduation.

Faculty members within the College have completed SafeZone training to better serve LGBT students at UA.

The College website was enhanced to include more specific information about the department’s undergraduate and graduate programs and specific faculty contact information in efforts to increase applications from out-of-state, international and/or underrepresented students.

Law, School of

Every year, the Law School sends numerous faculty, staff, administrative representatives, and students to recruit applicants throughout the Southeast and the nation. The Associate Dean for Admissions has overseen a significant expansion of the Law School’s recruitment plan to maximize our enrollment of Alabama residents, outstanding nonresidents, and applicants from diverse backgrounds. These efforts have included travel, mailings and e-mails from the Law School as well as increased efforts to encourage undergraduate students to visit campus. Annual recruiting trips are planned to HBCUs, particularly in the Southeast. Target schools in the Admissions Office’s diversity efforts include Oakwood College, Alabama A&M University, Alabama State University, Tuskegee University, Talladega College, Stillman College, Spelman College, Morehouse College, Florida A&M University, Fisk University, Tougaloo College, Jackson State University, and Atlanta University Center (including students for Clark Atlanta, Morehouse and Spelman). Also, the Law School’s Alabama Scholars Program, which features a streamlined application process, has been extended to cover three HBCUs: Alabama A&M University, Oakwood University, and Tuskegee University.

The Law School also sends representatives annually to Law School Admission Council (LSAC) forums for regional law school recruitment and forums in major cities across the United States. At these events, minorities and women typically constitute 50% or more of the attendees. The Law School also sends staff or faculty to law school or graduate school fairs in various locations across the country including in Texas, Virginia, North Carolina, South Carolina, Georgia, Florida, Mississippi, Tennessee, and New York. Since 1995, the Law School has participated in the annual Alabama Connection, a caravan of graduate and professional schools from across the United States that travels throughout the state, making stops in Huntsville, Birmingham, Tuscaloosa, Montgomery, Auburn, and Mobile. Admissions staff members regularly make additional trips to several colleges and universities in Alabama. The Law School continues to participate in Discoverlaw.org Recruitment Month Open House, which is part of an initiative sponsored by the LSAC. The Law School annually hosts an open house and invites pre-law advisors and students from historically black colleges and universities as well as minority students and pre-law societies at many southeastern colleges to visit the school. At this event, faculty and staff members talk to the attendees about law school— including how to prepare for law school, how to apply to law school, how to finance law school, how to succeed in the study of law, and how to consider various employment opportunities after graduation. Attendees also visit and eat lunch with faculty and students. The most recent open house was held in February 20, 2016. Seventy (70) prelaw students from 14 colleges and universities, of which 4 were HBCUs, attended. They were hosted by 17 UA law students and 7 faculty members.

Under the direction of Assistant Dean Mary Ksobiech, a white female, the Law School’s Summer Academic Excellence Program seeks to enroll a diverse class and to ensure that the students have the
guidance they need to succeed. In the Summer 2015 offering, Professor Grace Lee, an Asian-American female, contributed to the success of the program by teaching a two-hour course in Contracts while Professor Ksobiech taught Introduction to the Study of Law. Other faculty members participated in the program at various points during the summer: Bryan Fair (African-American male), Steven Hobbs (African-American male) and Carol Andrews (white female) offered instruction or insights on various topics. Additionally, students in the program were assigned faculty advisors who provide mentoring and guidance throughout the summer and beyond.

Cultural and geographic diversity within the Law School is enhanced each year by the presence of students from Australia for several weeks at a time. The Law School is committed to increasing the presence of international visitors within the Law School as well as its students’ opportunities for cross-cultural experiences in other parts of the world. The Law School has recently renewed student exchange programs with National Law University, Delhi and Buchmann Faculty of Law, Tel Aviv University. In addition, the Law School’s International LL.M. Program brought three international students to campus. The Dean also meets with student leaders from most of the major student organizations to keep open lines of communication with the students. In addition, the Dean meets regularly with the President of the Student Bar Association and the President of the Black Law Student Association to discuss any student concerns. Participants at these meetings tend to be diverse by gender, race, class, sexual orientation, and ideology. The goal is to encourage students to share concerns with the administration and with one another, and to encourage collaboration among our student groups.

The Law School allocates significant financial and other support to many students and organizations that contribute to the diversity of the student body. As noted above in response to Goal No. 2, the Law School has provided substantial financial support for activities sponsored by groups such as BLSA and La Raza as well as funding student-initiated diversity-related programming.

As part of the broader development of funding, the Dean has identified student scholarships as a high priority. Scholarship offers are an important tool for recruiting a diverse student body in a competitive admissions market. For the 2015-2016 Academic Year, the Law School awarded $5,525,629 in scholarships. For the class entering in Fall 2015, 86% of students were awarded financial aid. The Law School has offered and provided substantial scholarships to African-American admittees with particularly high entering qualifications. Many African-American admittees have been awarded tuition scholarships, with most of those admittees having economic need. Many non-minority students also receive scholarship assistance.

**Nursing, College of**

In an effort to increase minority representation, the Capstone College of Nursing (CCN) increased its upper division class size from 96-112 and implemented a new admission selection method by adding a critical thinking score to the admission exam. This approach resulted in an increase in minority representation of the students promoted to upper division nursing courses from 4 to 12.5 percent and a similar increase in males.

The program recruits nurses from within Alabama who will be prepared to meet the health care needs of rural Alabamians, many of whom are African American. Thus far, 35 percent of the students in this program have also been African Americans from Alabama.

CCN houses the RN Mobility program, which targets registered nurses employed with associate degrees to provide them with a flexible opportunity to complete their baccalaureate degrees in nursing. CCN uses several strategies to recruit and retain underserved minority students in this program, including the establishment of a statewide Partner Advisory Council (PAC) with representatives from 33 institutions, including many community colleges and rural hospitals across the state. The council
promotes continuing education and seamless progression from associate degree to baccalaureate degree preparation for nurses in Alabama. Another recent change is the move to admit two cohorts, rather than one, into the RN Mobility program each academic year. This student population typically has a much higher minority component than traditional undergraduate nursing programs.

The CCN office of nursing student services seeks to increase diversity within the student populations through initial and follow up contacts by diverse recruiters and student services personnel.

To maximize the retention of nursing students in the upper division nursing course sequence and to increase the potential for success on the national licensure exam (N-CLEX), the College uses a national standardized testing system. This system uses standardized tests in each major clinical course. When a student is unsuccessful on one of these tests, an individual remediation plan is developed which capitalizes on the strengths and improves areas of weakness of that student. In the final semester, students take an exam that predicts their success on N-CLEX. Again, if a student does not do well on this test, an individualized remediation plan is developed and implemented. This approach helps all students be successful. An indication of the success of this approach is the program’s current N-CLEX pass rate of 95 percent for its graduates.

With the traditional BSN and RN Mobility programs combined, the CCN graduate student body has grown from 32.1 percent to 40.1 percent minority representation.

Social Work, School of
Our student body at all levels is diverse. Although we target some of our recruitment and retention efforts toward prospective students from diverse backgrounds, we also ensure that all our efforts and materials stress our diversity and our atmosphere of inclusiveness. Our recruitment efforts are designed and implemented to attract a diverse student body. For example, our recruitment materials (brochures, flyers, ads, displays at conferences, etc.) consistently feature diverse faculty and students. Photos include people of different races/ethnicities, nationalities, ages, and gender. Faculty, staff, and students involved in events and activities geared toward recruitment and intended to support retention are diverse in many ways, including race/ethnicity, nationality, age, gender, and sexual orientation. The atmosphere provided is one of inclusion.

Scholarships are an important part of our recruitment and retention efforts and several of our scholarships aid our effort to maintain our diversity. The Adams Scholarship is designated for students who graduated from a Mississippi high school and who will enhance the diversity of the University's student population. The Ackerson scholarship gives priority to students who are part of an underrepresented demographic group. For our advanced standing MSW program, Daniel Foundation Scholarships are awarded to the most outstanding graduates of each CSWE-accredited social work program in Alabama. Five of those programs are in historically black undergraduate institutions. African American students received over $30,000 in scholarships and stipends for the 2015-2016 academic year.

We ensure that our recruitment materials showcase our diversity and we make presentations about our BSW program at community colleges and 4-year institutions without accredited social work programs.

University Libraries
In addition to the normal instruction sessions provided for all students, one faculty member within Gorgas Information Services has the primary responsibility for First Year Experience programming, designed to reach out to freshman, many of whom are first generation college attendees, from under-represented groups. The First-Year Experience Librarian supports campus diversity through outreach to freshmen in collaboration with student affairs, the orientation team and the First-Year Writing program.
The University Libraries provide aid to Student Support Services, the campus’ TRIO grant-funded program, which works to support students registered with the Office of Disability Services, students with low admission test scores, and first gen students.

Librarians have also worked with the coordinator of Alabama REACH, which is the program that works with foster and emancipated youth, to give them extra support to enhance their ability to succeed academically. Through these collaborations, first-year students from underrepresented groups receive support through outreach programs and learning initiatives that increase their awareness and encourage them to take full advantage of the rich resources and services available at the UA Libraries. The FYE Librarian also participates in outreach programs for prospective students from underrepresented groups in collaboration with the Dean of Students and The University of Alabama’s Foster Care Initiative.

There is now also an Academic Technologies Instruction Librarian who has responsibility for ensuring that all websites and software are accessible to students with disabilities. She and the AD for Research and Instruction worked with HathiTrust to activate the ability to request resources for disabled students easier via HathiTrust.

The AD for Research & Instruction and several librarians have been involved in Inclusive Campus during the academic year including: attending monthly breakfast meetings and promoting inclusive initiatives.

The Libraries have continued to provide diverse collections and have added a number of digital resources related to Asia with the Alan Maxwell Gift fund.

GOAL 5
Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

Action Steps:
1. The University’s senior leadership will assume responsibility for and be held accountable for achieving the University’s diversity objectives.
2. The University will continue to establish a five-year goal for African-American and other minority representation in its student body, faculty and EEO-1 level staff, and to submit those goals and annual progress updates (performance indicators) to the Chancellor’s Office.
3. The University annually will prepare a Strategic Diversity Report as a tool to assess its progress in enhancing diversity and moving toward its diversity goals.
4. The University will, on a periodic basis, collect and analyze data from other public institutions as a performance measure in assessing progress in achieving its goal of enhancing diversity.

OFFICE FOR ACADEMIC AFFAIRS UNITS

Alabama Disabilities Advocacy Program (ADAP)
ADAP regularly reviews ways of enhancing diversity with ADAP’s and the University’s education mission through our clinical social work, law clerk, and work study programs, as well as with our staff and volunteers. This year ADAP’s effort to increase minority workers has resulted in 25% African American in our clinical social work internship; 100% African American in our work/study program; 17% Hispanic / 2 or more races and 17% Asian in our clerkship program for law students; and 20% in student assistants and volunteers.
Admissions
The table below represents the freshmen class enrollment of African-Americans for 2008-2015.

<table>
<thead>
<tr>
<th></th>
<th>UA Freshmen Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>526</td>
</tr>
<tr>
<td>Total UA Freshmen</td>
<td>5,116</td>
</tr>
<tr>
<td>Percentage</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

The diversity of The University of Alabama increased in Fall 2015. The table below represents the minority enrollment versus the total enrollment.

<table>
<thead>
<tr>
<th></th>
<th>Total UA Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan</td>
<td>152</td>
</tr>
<tr>
<td>Native</td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>325</td>
</tr>
<tr>
<td>Hispanic</td>
<td>556</td>
</tr>
<tr>
<td>Minority Total</td>
<td>4,093</td>
</tr>
<tr>
<td>Total UA Enrollment</td>
<td>27,052</td>
</tr>
<tr>
<td>Percentage</td>
<td>15.1%</td>
</tr>
</tbody>
</table>

Alabama Heritage
The team keeps a perpetual account of diversity accomplishments in a shared OneNote binder, in a section called “A Stronger Diversity,” along with five other major areas of achievement we seek to promote: A Stronger Magazine, A Stronger Team, A Stronger UA, A Stronger Community, and a Stronger Business.

Capstone International Program Center
The Capstone International Center and its three units annually review goals and progress toward those goals through the WEAVE/TaskStream online assessment and planning management system. Each director also reports progress to the Associate Provost for International Education regarding specific new initiatives and programs on a monthly basis.

Center for Academic Success
The Center for Academic Success continues to monitor students use and access to programs and services to ensure they are meeting the needs of UA’s growing population. Each semester staff member’s review demographic and retention data to identify trends and make decisions associated with new initiatives. We will continue to:

- Ensure that training and professional development opportunities for all levels of staff increase knowledge and understanding of diversity issues.
- Ensure that publications are reflective of the cultural diversity of the UA campus.
- Collect and review data to further staff members understanding of the student populations utilizing and not utilizing services and programs.
Creative Campus
Creative Campus staff and interns regularly review and reflect on all aspects of the Creative Campus organization for the purpose of advancing and further developing the depth of the experiences of the students and audiences they are trying to impact as well as to ensure that the activities of the organization are continuing to meet the intended mission and goals. These reviews are done through assessment of audience or participant surveys, intern project evaluations, surveys intended to review the organization as a whole as well as the individual intern experience.

Plans and goals for the following year are set as a result of these reviews with a continued focus on reaching as diverse a population as possible. This diversity is a priority both within the selection of the intern body and the intended audiences and participants to be included for the following years program.

Disability Services, Office of
- ODS performs annual assessment activities. These include:
  - Annual survey to gauge student satisfaction with services.
  - The Office of Institutional Review and Assessment requests data during the fall semester of each year. ODS submits the total number of students registered with the data broken down thus:
    - Total by disability type
    - Total by College or School
    - Number of fully and provisionally registered students
  - Internally, the following items are assessed (usually each semester):
    - Number of students who requested accommodation letters.
    - Number of students who requested accommodation letters and did not pick them up.
    - Number of students who did not request letters.
    - Average GPA of ODS-registered undergrads (we also acquire the average GPA of all undergrads from OIRA as a comparison).
    - Total number of tests administered at ODS.
    - Total number of tests administered at ODS during evening / night hours (those that begin at 3:30 p.m. or later).
    - Total number of specialized tests administered at ODS (students who require assistive technology, readers, scribes, Braille, or anything beyond extra time and reduced-distraction testing).
    - Total number of specialized tests administered at ODS during evening / night hours.
    - According to the Student Satisfaction Survey conducted by ODS, number of students who report they were turned away for tests (any reason).
    - Number of tests ODS could not administer because space was full.
    - According to the Student Satisfaction Survey, number of students who successfully scheduled all of their finals at ODS.

Equal Opportunity Programs
The University’s commitment to diversity as part of its educational mission was effectively communicated by the Office of Equal Opportunity Programs/University Compliance by posting the equal opportunity policies/statements in a variety of venues (websites, direct mail, handbooks, catalogs, recruiting materials) and through discussions with various campus groups and individual faculty/staff/students. (Goal 1).
The education, training, and consultation provided by the Office of Equal Opportunity Programs to promote awareness and understanding of the University’s equal opportunity obligations to prevent discrimination and harassment within the University were effective.

The training targeted for EO Coordinators in the various colleges and administrative units as well as administrators, managers, supervisors and others responsible for implementation of equal opportunity and affirmative action policies were very well attended and generated salient questions and rich discussions on the various subjects. The leading of functional work groups on various accessibility compliance issues has facilitated timely resolution of immediate campus access problems and enhanced strategies for addressing long-term campus accessibility goals. (Goal 2)

The annual update of the University’s Affirmative Action Plan was completed and reviewed by the AAP team. Also, the participation in listserv/discussion groups and in professional organizations by the Compliance Officer/Director added to the knowledge base of best practices for providing equal opportunity, access and accommodation and increasing diversity among students, faculty and staff. (Goal 3)

The participation of faculty, staff and students in various seminars, workshops, and programs on equal opportunity, access, diversity/inclusiveness provides experiences that foster an enriched learning environment for students and cultivates more informed and open perspectives throughout the university community. (Goal 4)

**Instructional Technology, Center for**

CIT met all of its 2015-2016 diversity goals as detailed below, with the addition of several new initiatives and programs intended to further CIT’s commitment to diversity in the 2016-2017 report year.

- CIT set a goal for all staff to participate in at least 1 hour of diversity-related training. This goal was incorporated into the individual goals for each staff member. 100% of the staff successfully completed it.
- The University’s technology accessibility initiative, led by the Center for Instructional Technology, is committed to making websites and instructional technology more accessible for all individuals, particularly for individuals with disabilities. Completion of this goal is measured by the following achievements:
  - CIT’s Emerging Technology and Accessibility team hired a technology accessibility specialist and 6 student assistants to support campus web accessibility needs.
  - UA web professionals have adopted institutional web accessibility guidelines with appropriate time frame and continued support. Public-facing and campus-wide web sites under the purview of campus web professionals are on target to meet W3C WCAG 2.0 AA over the next 3-4 years.
  - UA web community selected and is beginning to use a web accessibility evaluation and reporting tool (Accessibility Management Platform or AMP). Administration and training by CIT. More than 50 campus web professionals have attended training thus far.
  - Captioning grants have been awarded to multiple campus groups to caption public or campus-wide web media. $3000 of the approved $5000 has been used with three leading captioning vendors.
  - CIT has hosted or led more than 40 educational or awareness-raising events for campus groups.

**Registrar’s Office**

In the fall of 2009, the office had the Office of Institutional Research and Assessment [OIRA] conducted a Faculty/Staff Satisfaction Survey and a Student Satisfaction Survey. Through these tools and others such as benchmarking, continuous process improvement, feedback sessions, and planned observations,
the management team will identify key performance issues of the organization. These issues are then mapped against efficiency, effectiveness, relevance, and financial sustainability to determine where the organization is now. The team then assesses organizational performance against environment, motivation, and capacity.

In the coming year, the OUR plans to incorporate diversity into our institutional effectiveness plan. All practices and procedures will be reviewed for language and with an intentionality for inclusion. More specifically, ensuring that our procedures and requirements do not exclude any populations and align with the University’s non-discrimination policy. Specific attention will be devoted to reviewing the gender designation requirements to ensure that students’ gender identity can easily be aligned with their student record.

VICE PRESIDENTS

Advancement

The Advancement Division is currently undergoing an organizational analysis conducted by a top-tier, nationally-recognized fundraising consultant. This process, and the resulting report and recommendations, will provide a platform for the Advancement Division to further address diversity and inclusion through its fundraising plan in conjunction with, and support of, the University’s strategic plan.

Community Affairs

Division of Community Affairs directors meet twice a year to discuss goals and accomplishments related to enhancing diversity within the unit. These meetings focus on supporting a broad-based and consistent effort across the unit and the enactment of goals within specific ongoing projects.

Financial Affairs

Following are examples of ongoing activities that demonstrate the Division of Financial Affairs’ annual review and assessment of its activities/initiatives that support enhancing diversity.

- Construction Administration reviews the Minority and Women-Owned Business list on an annual basis to ensure businesses listed are active. Vendors may be added to the list by a written request including submission of DBE/WBE certification forms.
- The University of Alabama Police Department annually conducts an analysis of data to identify any indications of a deviation from acceptable departmental performance, which could be described as bias-based. The department registers and investigates all complaints against its members and when needed takes the actions necessary to correct or prevent future occurrences. The department conducts review of all “Use of Force” instances each year. The department’s recruitment plan is evaluated most obviously by the number of minority applicants and resulting minority hires each year. The responsibility for achieving these assessments currently lies with the command staff member over the Support division who is a minority department member. The desire to achieve a composition within the department that reflects the community’s diversity is always considered during hiring opportunities for it is believed that this provides the greatest likelihood of fostering an open, inclusive, inviting, respectful campus, which is conducive of achieving the University’s mission. The practice has been to provide feedback from these assessments to department members only when deficiencies exist but it will be the goal moving forward to provide feedback at the conclusion of each assessment.
- Educational programs developed and presented to community groups are reviewed annually for relevance and effectiveness as reflected by recent inclusion of bullying and cyber-etiquette topics.
- HR Learning Development / HR Partners - HR reviews online application and recruitment system information and updates and brings into compliance based on the Americans with Disabilities
Act/Vietnam Era Veteran’s Readjustment Assistance Act. Also ensures that all appropriate language is included and available to hearing/sight impaired.

- HR provides applicant and staff data to ERS Group for production of the annual Affirmative Action Plan. Makes changes to data collection and process in order to provide more accurate and reliable data.
- HR ensures all physical demands and language included in position descriptions are accurate/necessary in order to capture a diverse applicant pool.
- Updated EEO statement on recruitment site to include protected veterans and individuals with disabilities per recent OFCCP regulations changes.
- Added two voluntary self-disclosure forms to the application process to allow applicants to declare veterans or disability status.
- Implemented new recruitment system ensuring compliance with the Americans with Disabilities Act.
- The payroll director is an African American male, and the payroll manager is an African American female.
- HR reviews online application and recruitment system information and updates for compliance based on the Americans with Disabilities Act/Vietnam Era Veteran’s Readjustment Assistance Act. We also ensure that all appropriate language is included and available to hearing/sight impaired.
- HR provides applicant and staff data to ERS Group for production of the annual Affirmative Action Plan. We make changes to data collection and process in order to provide more accurate and reliable data.
- HR ensures all physical demands and language included in position descriptions are accurate/necessary in order to capture a diverse applicant pool.
- We ensure the EEO statement on the recruitment site is updated to include all necessary references including protected veterans and individuals with disabilities.
- We maintain two voluntary self-disclosure forms in the application process to allow applicants to declare veterans or disability status.
- We verify the staff recruitment system remains in compliance with the Americans with Disabilities Act.

Following are examples of new activities that demonstrate the Division of Financial Affairs’ annual review and assessment of its activities/initiatives that support enhancing diversity.

- The departments within Financial Affairs Business Activities annually assess diversity activities in recruitment by evaluating the distribution of staff across several factors. Management is encouraged to include diverse candidates in each search.
- Diversity efforts are assessed with each recruitment, including those involving students.
- The University of Alabama Police Department reviews employment application data annually to determine the impact of recruiting efforts in the department’s goal of attracting a diverse applicant pool. Recruiting strategies are reviewed and adjusted where shortfalls are identified.
- In conjunction with Academic Affairs, HR implemented a process for all applicants to be able to disclose their veteran or disability status when they apply for a position. Hiring managers do not have access to the information, but it does allow HR to monitor to see if the recruitment of these minority groups is at an acceptable level. In addition, HR with assistance from IT implemented an online process for current UA employees to indicate their veteran or disability status. In this process, HR is able to monitor whether or not those numbers are represented appropriately in our employee population.
- To demonstrate diversity efforts related to the millennial workforce, the four (4) Benefits Specialists (millennials) are provided opportunities to lead projects and demonstrate their
creativity by recommending/suggesting better business methods. This is done in an effort to prepare for supervisory and managerial positions.

**Intercollegiate Athletics**
The Athletics Department continues to annually evaluate and assess the results of the student-athlete exit interviews to identify areas where services to and support of all student-athletes can be improved. These student-athlete exit interviews include questions related to their perceptions of the University’s and Athletics Department’s support for minority students. In addition, athletics administrators solicit feedback from coaches, staff and student-athletes after programming events such as those described under Goal 2 above to ensure that these offerings are meeting their intended objectives.

The department will continue to seek ways in which to solicit feedback from its current student-athletes so as to continually assess and evaluate gender and ethnic equality among its student-athlete population.

**Research**
The University’s commitment to diversity as part of its educational mission was effectively communicated by the Office for Research and Economic Development by active participation in discussions with various campus groups and individual faculty/staff on the topic of diversity. *(Goal 1)*

The training in human subject research for researchers (including faculty staff and students responsible for conducting research provided insight into the importance of diversity in research subject recruitment and inclusion as identified in the basic ethical principles of the Belmont Report. *(Goal 2)*

Participation in listservs and training provided by professional organizations and hosted by the Office for Equal Opportunity added to the knowledge base of best practices for providing equal opportunity, access/accommodation and increasing diversity among staff. *(Goal 3)*

The participation of staff in various training, seminars and workshops on equal opportunity, access, and diversity/inclusiveness provides experiences that foster an enriched learning environment for students and cultivates more informed and open perspectives. *(Goal 4)*

The AITC will continue to provide outreach to the minority small business community in Alabama and the region in an effort to identify and serve minority-owned businesses as part of its annual programming. The methods used to identify and deliver services have been effective. Those methods include direct visitation to minority-owned businesses, serving on committees and boards of organizations that promote cultural diversity, co-sponsorship of workshops and annual events held by organizations representing the minority business community, and presentations around the state to civic, community, and elected leaders. Based on past experience, we anticipate these efforts will generate minority participation representing approximately 15-20% of the Center’s total client work in 2016-2017.

The University of Alabama Center for Economic Development continues to provide opportunities, services and outreach to minority and less fortunate communities throughout the State of Alabama. Our long-standing approach to categorize, offer training and services has been productive. The techniques used to embrace working with diverse local citizens and minority owned businesses have proven to be effective. We continue to serve on committees and boards of organizations that promote cultural diversity. We will continue with co-sponsorship of workshops and annual events held by organizations representing the minority business community, and presentations around the state to civic, community, and elected leaders.

The table below includes a depiction of the types of events UACED provides and supports.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
<th>Number of Minority Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Belt Community Foundation</td>
<td>July 16-17, 2015</td>
<td>Tuscaloosa, AL</td>
<td>23</td>
</tr>
<tr>
<td>New Board Member Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books for Alabama Black Belt Book Delivery - Pickens County (1,444 books) Name of School</td>
<td>March 15, 2016</td>
<td>Aliceville, AL</td>
<td>1,444</td>
</tr>
<tr>
<td>Books for Alabama Black Belt Book Delivery – Hale &amp; Greene County (2,800 books)</td>
<td>April 20, 2016</td>
<td>Moundville, Greensboro, Eutaw, AL</td>
<td>2,800</td>
</tr>
<tr>
<td>Books for Alabama Black Belt Book Delivery – Sumter County (2,732 books)</td>
<td>May, 12, 2016</td>
<td>Livingston, York &amp; Cuba, AL</td>
<td>2,732</td>
</tr>
<tr>
<td>Hear Here Alabama Project</td>
<td>December 2015 – present</td>
<td>Dallas, Marengo &amp; Wilcox Counties</td>
<td>385</td>
</tr>
<tr>
<td>Leadership &amp; Entrepreneurship Opportunities Through Outdoor Recreation Workshop</td>
<td>May 28, 2015</td>
<td>University of West Alabama, Livingston, AL</td>
<td>45</td>
</tr>
<tr>
<td>S.W. Taylor Overlook – Tri- County Trail Riders</td>
<td>May 2015 to present</td>
<td>Sumter County</td>
<td>18</td>
</tr>
<tr>
<td>Tour West Alabama</td>
<td>September 1, 2013 – Present</td>
<td>6-County Area</td>
<td>26</td>
</tr>
<tr>
<td>Your Town Annual Workshop</td>
<td>September 8-10, 2015</td>
<td>Nauvoo, AL</td>
<td>16</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>7,489</strong></td>
</tr>
</tbody>
</table>

**MINT**
MINT offered a summer internship program to a diverse set of high school students, including local, international, and REU students.

**Student Affairs**

**Minority representation on staff**
Division of Student Affairs has a diverse professional staff that is representative of the student body that it serves. Of the 221 full and part-time employees 24% are from an underrepresented racial or ethnic minority background. This includes 22% of staff are African American and 70% of staff are female. These ratios are higher than the institutional averages for the student population that Student Affairs serves.

<table>
<thead>
<tr>
<th></th>
<th>Student Affairs Staff Ratios</th>
<th>Campus Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-White</td>
<td>24%</td>
<td>18%</td>
</tr>
<tr>
<td>African American</td>
<td>23%</td>
<td>12%</td>
</tr>
<tr>
<td>Female</td>
<td>70%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Departmental leadership also reflects diversity that is consistent with the campus population.

<table>
<thead>
<tr>
<th></th>
<th>Student Affairs Leadership Ratio</th>
<th>Campus Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-White</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>African American</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>Female</td>
<td>46%</td>
<td>55%</td>
</tr>
</tbody>
</table>
Looking at the racial and gender breakdown of Divisional staff shows good representation of racial and ethnic minorities overall and within divisional upper leadership (VP’s office and Department Directors). One issue these charts show is the difference between Female staffing ratios overall compared to female staffing ratios in top leadership positions. To drop from 70% of all staff to 46% of staff in top leadership positions warrants monitoring and further investigation.

As referenced earlier in the Report, the Division of Student Affairs during this past academic year engaged in an intensive diversity, equity, and inclusion analysis. This process engaged divisional leadership and general staff through surveys and focus groups. Data from the information collected provided insight in six areas related to Divisional diversity, equity, and inclusion:

**Area 1: Recruitment and Hiring Process:**
Overall, directors report a high level of agreement that Women, persons of color, and members of other underrepresented populations are actively recruited for positions and that DEI competencies are hiring criteria. However, there is a much lower level of agreement among directors about having received training around equal treatment of job candidates.

Staff responses are consistent with directors’ responses in certain areas and diverged in others. Specifically, staff does largely agree that the division supports the recruitment and hiring of individuals in a manner consistent with equal opportunity policies. Also, staff agrees that they have not been trained on DEI competencies when serving on hiring committees. Disagreement does exist between staff and directors that DEI competencies are a consideration in the evaluation of new hires qualifications. On this issue staff largely disagrees where directors largely agree.

**Area 2: On-Boarding**
On average directors disagree that there is a department specific orientation process that includes DEI competencies. Despite directors’ perceived lack of department specific orientation on DEI competencies, staff largely agreed that there are departmental expectations regarding DEI competencies. In addition, while staff still largely agreed, staff did not feel divisional expectations exist to the same level as departmental expectations. This is consistent when looking at department level responses.

**Area 3: Professional Development**
On average directors agree that staff members have opportunities to engage in professional development activities around DEI. Largely, staff agrees that their department does provide access to training resources on DEI competencies. However, less than half of staff reported accessing university resources on DEI competencies in the past year. However, nearly three-quarters of staff have utilized DEI resources at some point over the course of their career. Safe Zone Training, Title IX Office, and Crossroads were the three most utilized resources (in that order) reported by staff.

Directors were mixed in reporting the ratio of their staff that takes personal responsibility for DEI professional development. The majority of directors’ report that 50% or less of their staff take personal responsibility for DEI professional development.

**Area 4: Job Descriptions and Feedback**
The majority of directors indicate that only “some” or a “few” job descriptions actually incorporate DEI competencies. Despite this lack of a formal structure in job descriptions staff mostly disagree with the statements that there are divisional or departmental “barriers that prevent them from utilizing [their] DEI competencies.” Only 20% of staff agreed or strongly agreed that divisional or departmental barriers existed around the use of their DEI competencies. When controlling for Race, staff responses about perceptions of “barriers that prevent them from utilizing [their] DEI competencies”, show that African
American staff report a much higher ratio (42%) that agree or strongly agree that barriers exist at the division and department level.

Feedback on DEI competencies is not consistent throughout the division with just over half of the directors’ reporting that they provide their staff with DEI feedback. Directors’ expressed concern about providing feedback in an area that is not a formal part of job descriptions during follow up focus groups. As a result, directors incorporating DEI competencies into formal or informal feedback is not consistent throughout the division. This lack of structure around DEI competency areas shows up in the staff survey as well. Overall, staff does not agree that there are divisional or departmental “structures in place that allow for responsiveness with regard to DEI issues and concerns raised by staff members.” It must be noted again that there is a gap between how the African American staff and the White staff responded to these questions about structures in place to address concerns raised over DEI issues. Nearly 60% of African American staff had a negative response to these questions. With a higher ratio negatively responding to the divisional structure questions. Conversely, only 20% of the white staff responded negatively. Similarly, in both groups there were more negative responses around division structures than departmental structures.

**Area 5: Environment**

Directors agree that their department’s “print, visual, audio, and electronic communications intentionally reflect…the diversity of The University of Alabama community.” Through follow up focus groups, directors’ express appreciation for the work of the External Affairs department and their assistance in facilitating intentionality in this area.

**Area 6: Staff Self-Awareness**

A series of questions asked staff about their perspective around their identity and how this impacts their work. Overall staff is positive about how their cultural background impacts their relationship with staff and students. Despite this positive attitude about their personal background and how this impacts relationships with staff and students, staff is less positive about the “sharing of their identity enhancing others DEI competencies.” An additional area of conflict is seen with staff indicating they have “experienced professional isolation or exclusion within the division…based on social identity or cultural background.” Nearly 50% of African American staff agrees they have experienced professional isolations because of social identity or cultural background. Conversely, less than 20 of white staff report feeling professional isolation. Based on the data detailed above 20 recommendations were made in seven different areas.

Based on these recommendations identified through the self-study process, a number of changes have been started and are priorities of focus during the 2016-2017 academic year.

- First and foremost, a drafting of a Division specific diversity statement. This process has already begun with a continuation of the Diversity, Equity, and Inclusion committee.
  - Once this statement has been finalized and approved the statement will be incorporated into:
    - job announcements,
    - hiring questions,
    - job descriptions,
    - performance evaluations,
    - professional development goals,
- Second, a sub-committee was formed to examine divisional onboarding process of new hires
- Third, an evaluation of the various Divisional Diversity, Equity, and Inclusion efforts with the goal of aligning them as appropriate and increasing staff utilization of these resources.

It is anticipated that efforts in these three broad areas will address the majority of the 20 recommendations outlined above.
Overall, this past year the Division of Student Affairs has taken a very proactive and intentional look in its efforts around diversity, equity, and inclusion during the 2015-2016 academic cycle. Through this process the Division has identified a number of strengths that need to be celebrated. The Division has also identified areas of opportunity to grow and improve to meet the needs of its diverse staff and ultimately the diverse student the division serves.

**Career Center**
The Career Center staff monitors and reports on utilization numbers from visits to the center year-round. Staff members pay special attention to the cultural demographics of students utilizing services. In response to the results of these analytics, efforts have been made by staff to connect with more diverse student groups. Analyzing these utilization numbers helps staff customize outreach efforts and provide more specific programming to those groups who do not utilize services as frequently. The Career Center utilizes these statistics to educate staff on new or different methods that may benefit their practice.

**Center of Sustainable Service & Volunteerism**
The Center of Sustainable Service & Volunteerism issues an assessment following its programming, asking each student to share to what extent their participation has helped them to “learn about people with different backgrounds and perspectives” and increased their “awareness of the issues and challenges impacting” their communities.

**Office of First Year Experience and Parent Programs**
The Office of First Year Experience and Parent Programs conducts the Transfer Student Resources Programming to meet the needs of a diverse range of backgrounds, ages, and interests of transfer students. The department sends a yearly survey to incoming transfer students to help the office appropriately meet their diverse needs.

**Office of Fraternity & Sorority Life**
At the 2015 Greek Leadership Summit (GLS), chapter and council leadership staff participated in large group and small group sessions, both of which provided an opportunity to discuss issues of diversity and inclusion. After this summit a survey instrument was utilized to capture data on student experience with the Greek Leadership Summit focusing on students’ impressions and experience with the 2015 Greek Leadership Summit. OFSL staff will continue to offer Greek-specific diversity training for Chapter Presidents and Greek Council Officers at the beginning of the spring semester as part of the Greek Leadership Summit. An assessment of overall satisfaction and measurement of learning outcomes will be conducted annually. Assessment data and records of attendance will be kept on file by OSFL staff for five years.

**Housing and Residential Communities**
Housing and Residential Communities staff conducted assessments throughout the academic year. The results of these assessments suggest that diversity-related trainings of student-staff has a significant impact on their ability to promote community, act tolerantly, and succeed in a global society. This success allows these students to act as student leaders in the residence halls, promoting diversity goals to the broader campus.

**Office of Student Affairs Assessment and Planning**
Staff members in the Office of Student Affairs Assessment and Planning continue to assist units within the division with the selection of instruments and measures that will assist staff members in understanding the populations that utilize programs and services.

**Office of Student Media**
The Office of Student Media staff annually distributes a survey with diversity-related questions to all students who have worked in student media. Adjustments in training or procedures are made as identified by the results.

**University Programs**
Each event provided by University Programs staff includes a comprehensive survey assessing race, gender, classification, regional background, etc. Although these questions are optional, they provide staff a better understanding of the students they service. Assessments follow each event, averaging about one survey per week during the academic year.

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### COLLEGES AND SCHOOLS

**Arts & Sciences, College of**

**A&S Undergraduate student enrollment:** in terms of student enrollment, comparing last year (2014) to this year (2015), there was a decrease in the number of undergraduate minority students in the College. In 2014, out of 8,552 undergraduate students in the College, black totaled 1,105 (12.9%). In 2015, out of 8,505 undergraduate students in the College, black totaled 1,044 (12.3%). The number and percentage of black students in 2015 is also below their five-year average, which is 1,076 and 12.8%, respectively.

During this same time period, the number and percentage of Hispanic students increased. Last year (2014), there were 340 Hispanic students enrolled in the College, thereby representing 4.0% of the College’s undergraduate students. This year (2015), there were 400 Hispanic students enrolled in the College, thereby representing 4.7% of the College’s undergraduate students. The number and percentage of Hispanic students in 2015 is above their five-year average, which is 314 and 3.7%, respectively.

**A&S Undergraduate degrees:** comparing last academic year (2013-14) to this academic year (2014-15), there was an increase in the number and percentage of undergraduate degrees conferred to black students in the College. In the last academic year (2013-14), out of 1,437 undergraduate degrees conferred, black students received 148 (10.3%). In this academic year (2014-15), out of 1,503 undergraduate degrees conferred, black students received 191 (12.7%). The number and percentage of undergraduate degrees awarded to back students this year is above the 5-year average, which is 148 and 10.8%, respectively (see Attachment 2).

There was a decrease in the number and percentage of undergraduate degrees conferred to Hispanic students. Last academic year (2013-14), Hispanic students received 53 (3.7%) of the undergraduate degrees conferred. This academic year (2014-15), Hispanic students received 40 (2.7%). The trend shows that the number and percentage of degrees conferred to Hispanic students in 2014-15 is respectively above and below the 5-year average, which is 38 and 2.8%, respectively (see Attachment 2).

**A&S Graduate student enrollment:** in comparison of last year (2014) to this year (2015), there was an increase in the number and percentage of black and Hispanic students enrolled in the College’s graduate programs. Last year (2014), out of 1,111 graduate students enrolled in the College, there were 76 (6.8%) black. This year (2015), out of 1,068 graduate students enrolled in the College, there were 80 (7.5%) black. The representation of black graduate students in 2015 is above their 5-year average, which is 73 (6.6%).

Last year (2014), there were 43 Hispanic graduate students enrolled in the College, accounting for 3.9% of the College’s graduate students. This year (2015), there were 46 Hispanic graduate students enrolled in
the College, accounting for 4.3% of the College’s graduate student enrollment. The representation of Hispanic graduate students in 2015 is above their 5-year average, which is 40 (3.6%).

A&S Master’s degrees: last academic year (2013-14), out of the 268 master’s degrees awarded, black students received 13 (4.9%). This academic year (2014-15), out of the 255 master’s degrees awarded, black students received 14 (5.5%). The number and percentage of master’s degrees awarded to black students this academic year (2014-15) is respectively below the 5-year average, which is 16 and 6.4% (see Attachment 2).

For Hispanic students, in comparison to last year (2013-14), this year (2014-15) had an increase in the number and percentage of master’s degrees awarded to them. Out of all master’s degrees conferred in the College last year (2013-14), Hispanic students were awarded 6 (2.2%). In this academic year (2014-15), there were 7 Hispanic students who received master’s degrees, which represented 2.8% of these degrees conferred in the College. The number and percentage of master’s degrees awarded to Hispanic students this academic year (2014-15) is respectively identical and below the 5-year average, which is 7 and 3.0%, respectively (see Attachment 2).

A&S Doctoral degrees: last academic (2013-14), out of the 70 doctoral degrees conferred, black students were again awarded 5 (7.1%). This academic year (2014-15), out of the 85 doctoral degrees conferred, black students were again awarded 5 (5.9%). The number and percentage of doctoral degrees awarded to black students this year (2014-15) is respectively above and below the 5-year average, which is 4 and 6.4%, respectively (see Attachment 2).

There was respectively no change and a decrease in the number and percentage of doctoral degrees awarded to Hispanic students. Last year (2013-14), out of all doctoral degrees conferred in the College, 2 (2.9%) were awarded to Hispanic students. This year (2014-15), doctoral degrees were awarded to 2 Hispanic students, which represented 2.4% of all such degrees conferred in the College. The number and percentage of doctoral degrees awarded to Hispanic students this year (2014-15) is respectively identical and below the 5-year average, which is 2 and 3.3%, respectively (see Attachment 2).

A&S full-time faculty: last year (2014), out of the 547 full-time faculty members, blacks were 28 (5.1%) and Hispanics were 17 (3.1%). This year (2015), out of the 566 full-time faculty members, blacks were 27 (4.8%) and Hispanics were 20 (3.5%). As for the trend, this year (2015), the 4.8% percentage of black full-time faculty members in the College is above their 5-year average, which is 4.5%. Also, the 3.5% percentage of Hispanic full-time faculty members this year (2015) is above their 5-year average, which is 3.2% (See Attachment 3).

A&S full-time EEO-1: The data this year continues to reflect that there is one black full-time EEO-1 employee in the College, as has been the case in the past several years.

Communication & Info. Sciences, College of

The following goal was carried over from the 2013-2014 academic year:

Goal: The College will revisit and update its Diversity Plan. The College’s Diversity Plan should be periodically reviewed. The Human Resources Committee will be charged with leading this effort over the next year.

Status: Completed

Assessment: After reconvening in Spring 2015, the College’s Human Resources Committee met in 2015-2016 academic year and completed a draft revision of the College’s Diversity Plan. As noted earlier, the plan revisions came after a Diversity Plan Town Hall that drew more than two-dozen C&IS faculty and
staff members. A revised plan is now completed and should be ready for a vote by College faculty sometime Spring 2017.

In addition to working toward achieving the above goal of revising and updating the College's Diversity Plan, the following two additional action items were established for the 2014-2015 academic year.

**Goal: Intensify College's Outreach to Hispanic students.** For the first time, the College was represented at the National Association of Hispanic Journalists (NAHJ) 30th Anniversary Convention in San Antonio, Texas in August 2014. Following that convention, efforts were made to establish the first NAHJ chapter in the state of Alabama and in the Southeastern Conference.

**Status:** Ongoing

**Assessment:** The National Association of Hispanic Journalists (NAHJ) sponsored two programs in 2015-16. A campus-wide panel featuring Alabama TV, the state’s first bilingual television program, was co-sponsored in October 2015 as part of the Hispanic Latino Heritage Month. In February 2016, NAHJ members traveled to the Alabama TV studios in Hoover, Ala. to participate in a bilingual interview experience. Excerpts from the interviewed aired on Alabama TV broadcast.

**Goal: Successful Launch of C&IS Distinction in Communication Diversity.** With the goal of the having the first students graduating with a new C&IS diversity distinction awards in May 2015, efforts will be made to coordinate promotion of this option to undergraduate students who would need to strategically select nine hours of elective courses and complete the required three-hour diversity internship or practical experience.

**Status:** On-hold

**Assessment:** The proposed C&IS Distinction is on-hold as the University considers revising the Core Curriculum.

The following two additional action items were established for the 2015-2016 academic year:

**Goal: Successfully complete 2+2 Agreements with Shelton State Community College and begin implementation of intentional outreach efforts to Shelton State students.** Conduct a formal assessment of the number of students taking advantage of this agreement and its impact on College efforts to increase racial and ethnic diversity

**Status:** Completed

**Assessment:** The outreach to Shelton State resulted in a successful “Shelton State Day at C&IS.” However, the College has shifted from pursuing 2+2 agreements with Shelton State that were originally proposed to doing better coordination and communication with the Shelton State academic advisers. This approach will emphasize courses already in the STARS articulation agreement between the University of Alabama and all of the state’s community colleges.

**Goal: Hold at least two data analysis sessions with College Academic Leadership using diversity data gathered previously and additional information available from UA Career Services.** Following an initial discussion of data on College’s diversity in student body during the Spring 2015 semester, UA Career Services has some additional information on job placement and has made plans to offer a Reverse/Diverse Job Fair in late fall 2015 or early spring 2016. These efforts will influence College program in both RECRUITMENT/RETENTION and PLACEMENT of students from under-represented backgrounds.

**Status:** Ongoing
Assessment: While students from the National Association of Hispanic Journalists participated in the Reverse/Diverse Job Fair in the Fall 2015, the data sessions have not yet taken place. Another Reverse/Diverse Job Fair is planned for September 2016. Additionally, the new director of the Career Center has been in communication about data sources with the Assistant Dean for Undergraduate Studies and External Relations Sara Hartley.

Community Health Sciences, College of
CCHS continues to successfully enhance the diversity among our student body population by increasing the number of minority students within our college. Our minority faculty population remains consistent. Our students learn from a variety of backgrounds within the medical field, learning through community-based medical education and mentoring, ensuring they are shaped to be globally capable, culturally competent physicians.

Culverhouse College of Commerce
The trend in the diversity of student enrollment at the Culverhouse College of Commerce has been, in general, stable over the past five years. In an effort to increase these numbers of minority students, the College is making a concerted effort to increase enrollment of minority students at all levels. Though Culverhouse’s number of African-American faculty declined by two in 2015, the number of Hispanic and other racial minority faculty increased. Moreover, these trends will continue in the future. In 2015-16, Culverhouse recruited 29 new faculty. Of those, 2 (7%) were African-American and 8 (28%) were other racial minorities. Those percentages exceed 2015 rates and will help us to continue to diversify the faculty. In particular, the Management Department hired both African-American new hires and the Departments of Information Systems, Statistics, and Management Science and Economics, Finance, and Legal Studies are leading the way in hiring members of other racial categories. Culverhouse also filled 8 endowed positions with internal or external searches this year. Four of those positions were filled by women, two of those positions were filled by an African-American, and one was filled by a faculty member of Hispanic decent.

The College mission statement is: “The Culverhouse College of Commerce is an inclusive community engaged in innovative research, service, and rigorous learning – with a personal touch – that develops highly respected business leaders who solve challenges of the global society.” Several key words guide Culverhouse’s objective in meeting this mission.

As an “inclusive community,” Culverhouse is driven to embrace all individuals in the College, not just minorities and women, but culturally diverse groups as well. In addition, the mission requires us to have a “personal touch” focus that helps us achieve the College’s goals. To that end, Culverhouse continues to support a Director for Undergraduate Diversity Initiatives. This individual is a minority female, who holds the position of Clinical Instructor in the College. In addition to her teaching responsibilities, this person runs two minority summer programs: The Culverhouse Major’s Awareness Program (CMAP) and the Accounting Careers Awareness Program (ACAP). Both of these programs bring in rising-star, minority high school students, providing them with overviews of the college in hopes that these students will apply to Culverhouse when they graduate. This person is also the faculty advisor for the student chapter of the National Association for Black Accountants (NABA). Additionally, her role will be as a resource for minority students with questions, issues, or concerns about the College. This position addresses both the inclusiveness of Culverhouse’s mission as well as the personal touch.

Culverhouse also hired a new Director for Global Studies position. This Director is responsible for serving the entire College on all matters global. This includes ensuring the college works with international visitors (both students and faculty), works with departments on developing appropriate studies abroad, be the interface between the University and the College on global issues, etc. Again, this position serves the inclusive and personal touch aspects of the Culverhouse mission.
In addition to these efforts at the undergraduate level, Culverhouse has taken several steps to recruit a diverse group of students at the Graduate level. The Manderson Graduate School held its annual leadership diversity case competition January, 2016 intended for undergraduate minority students at other colleges and universities, who might be considering enrolling in an MBA program upon graduation. This case competition provided prospective graduate students with an idea of what an MBA program might entail. The Manderson Graduate School also makes efforts to recruit at minority events. In addition, members of the faculty, along with minority doctoral students, attend KPMG’s Ph.D. Project conference every November, in an effort to recruit minority doctoral students. The new Global Director is charged with recruiting international students at both the masters and doctoral levels. Again, these efforts all address the mission of inclusiveness and personal touch. Culverhouse will continue to strengthen efforts to recruit a more diverse faculty. In an effort to recruit additional minority faculty, the College now advertises all faculty positions through the Ph.D. Project as well as several other minority outlets. Culverhouse is also making additional efforts to reach out to minority faculty at other schools to encourage them to apply for positions in Culverhouse.

Culverhouse is currently reviewing its College strategic plan. A committee has been appointed to develop specific objectives, metrics, strategies, and five-year action plans for the college, including diversity goals. The committee of ten faculty and staff includes four women, one African-American, one faculty member of Hispanic descent, and one other racial minority.

**Action Goals for 2016-17:**

1. Review and revise the College strategic plan to develop specific objectives, metrics, strategies, and five-year action plans that encompass diversity goals.
2. Significantly increase efforts to recruit and retain minority faculty of all types and at all ranks, including continuing to increase diversity among faculty members holding endowed positions.
5. Run CMAP and ACAP summer camps, 2017.

**Education, College of**

Undergraduate and graduate enrollment data offered by the University indicate progress with minority enrollment. The percentage of African American students enrolled in the undergraduate programs exceeds the five year moving average of the College by over 10% and represents the highest percentage enrolled over the last five years. Similarly, percentage of degrees conferred to African American students at the doctoral level exceeds the five-year average by over 10%. The percentages for the conferral of Masters and EdS doctoral degrees also exceed the five-year average by over 20%. However, the percentage of African American full-time faculty hired in the college did drop and is below the five-year average by around 10%.

During the last hiring cycle, we offered tenure track positions to fifteen individuals – ten females and five males. Among the group of fifteen, we also offered positions to an African American, and two international candidates. Of the fifteen offered a position, ten accepted, leaving us with a new class of tenure track faculty consisting of six females, one African American male and two international males.

The strategic plan to the College requires the provision of data to monitor progress, including data addressing all of the relevant benchmarks for diversity. These data are discussed in the College’s Leadership Council in the interests of identifying improvements.

**Engineering, College of**

- For Fall 2016, there were 5,518 undergraduate students enrolled in the College of Engineering. Total minority enrollment was 14.6 % total (804 students). 7.7% African American (423
students), 3.5% Hispanic (194 students), 0.3% American Indian (19 students), 3.0% Multi-Racial (168 students).

- The graduate enrollment that fall was 355 students. Minorities were 3.0 percent African American, 11 students; 2.2 percent Hispanic, 8 students; and 45.1 percent other, 160 students.

Below we have noted the key information provided by the American Society for Engineering Education, ASEE, statistics on degrees awarded for 2013. This information can be viewed online at asee.org under “Engineering by the Numbers.”

- The ASEE 2014 report includes data collected from 367 engineering colleges. The report indicates that there were 99,173 bachelor’s degrees in engineering awarded during that period with 19.5 percent going to women, 3.5 percent going to African Americans and 10.1 percent going to Hispanic Americans. 51,690 Master’s degrees were awarded with 24.2 percent going to women, 4.4 percent going to African Americans and 7.7 percent going to Hispanic Americans. 11,309 Doctoral degrees were awarded with 22.2 percent going to women, and just 3.6 percent going to African Americans and 5.1 percent going to Hispanic Americans (up from 4.7 percent). To make matters worse, only 1.6 percent (182) of the African Americans receiving Ph.D.’s in engineering are U.S citizens. It is easy to see why we have a difficult time not only recruiting, but simply identifying qualified minority candidates to fill entry level faculty positions in our seven academic departments. Not all of these Ph.D.’s will enter the higher education workforce, and for those that do, we are competing with several hundred other institutions for the same small pool of candidates. Clearly the engineering doctorate “pipeline” problem is still a critical factor in our recruiting efforts.

- Nationwide the share of African-American and Hispanic-American students has remained low, and is virtually unchanged for nearly a decade. Although these two groups comprise nearly 25 percent of the population in the United States, combined these two groups earn only 13.6 percent of bachelor’s degrees awarded to U.S. students, unchanged from prior year. At the master’s level, African Americans receive 4.4 percent of degrees, while Hispanic Americans receive 7.7 percent. The story at the Ph.D. level is much worse where African American and Hispanics Americans received 3.6 percent and 5.1 percent of degrees awarded, respectively.

- The ASEE report also includes information on the race/ethnicity of engineering faculty. Only 2.2 percent of tenured and tenure-track faculty are African American (204 full professors, 187 associate professors and 157 assistant professors) all down slightly. The split is as follows: 1.6 percent full professors, 2.5 percent associate professors, and 2.8 percent assistant professors. In the College of Engineering at The University of Alabama, we have five African-American faculty members out of 128 tenured and tenure-track faculty positions, approximately 3.9 percent. The breakdown is as follows: 2 full professors, 2 associate professors and 1 assistant professor.

- Hispanic Americans comprise 3.9 percent of tenured and tenure-track faculty, and 15.2 percent are women, up from 10.6 percent in 2005. In the College of Engineering at The University of Alabama we have one Hispanic faculty member, approximately 1 percent. We have 16 female faculty members or 12.5 percent.

**Graduate School**

We proactively review and update diversity-related goals and action steps as part of routine operations. We regularly migrate these metrics and outcomes into our annual assessment. One of our six expected outcomes directly addresses diversity issues, and attention to inclusion is infused across the other five. We are committed to moving forward with efforts to increase the enrollment and successful graduation of higher numbers of underrepresented students and to ensure that the education they receive at UA allows them to make an even bigger impact on human society than previous graduates.
Graduate student applicant data suggest that the efforts described above have borne fruit. Application data below (Table 1) for the 2016 applicant year (students applying for admission to the spring, summer, and fall 2016 semesters) are 0.5% higher than for 2015. Out of the applicants who chose to declare their racial background, 16.6% of applicants in 2016 were African American. This is a slight increase over the 2015 number (Table 1).

<table>
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<th>Recruiting Year</th>
<th>Total Apps.</th>
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<td>2013</td>
<td>7813</td>
<td>16.0%</td>
</tr>
<tr>
<td>2014</td>
<td>8131</td>
<td>17.2%</td>
</tr>
<tr>
<td>2015</td>
<td>8164</td>
<td>16.5%</td>
</tr>
<tr>
<td>2016</td>
<td>8202</td>
<td>16.6%</td>
</tr>
</tbody>
</table>

Table 1: The 16.6% figure for 2016 was computed as a percentage of those applicants who declared their race (about 30% of the total applicant pool). This shows a marginal increase over 2015.

**Honors College**

Honors College’s commitment to diversity remains strong and steadfast. Through our Honors College Assembly, the Honors College Diversity Enhancement Committee composed of current students committed to enhancing the recruitment and retention of minority students within the college. In the Spring of 2016 this committee began a large scale project to inform our recruitment, retention and graduation rates within our targeted populations. This included focus groups, physical space audits, curriculum audits, and longitudinal planning to improve and inform our efforts. The Honors College is partnering with students and administrators to seek out faculty and adjunct instructors across campus and in the surrounding community that will continue to add to the diversity of the Honors College faculty base. The Honors College has recently elicited the support of the Black Faculty and Staff Association to review its recruiting materials and procedures as well as the on-campus support provided to minority students in order to enhance the recruitment and retention of minority Honors students. The Honors College will continue to explore and implement various ways to identify and recruit those students and faculty who would contribute to the diversity of the University and the Honors College student body.

**Human Environmental Sciences, College of**

In attempts to measure the success of recruitment efforts, the HDFS department has a counter on the updated website to record the number of visitors and track the graduate applications received from out-of-state, international and minority students. Data is reviewed to determine the effectiveness of efforts to increase the diversity of the graduate class.

**Law, School of**

Although much work remains to be done, the Law School’s efforts at creating a more diverse institution have paid dividends. The class entering in the fall of 2015 was more diverse than recent classes. Various groups normally associated with diversity were represented as follows:

- Women as percent of class: 45%
- Racial and ethnic minorities as percent of class: 26%
- Hispanics of any race: 5.9%
American Indian or Alaska Native: 0.65%
Asian: 3.9%
Black or African American: 12.4%
Native Hawaiian / Other Pacific Islander: 0%
Two or more races: 3.3%
The percentage of women in the entering class of 2015 is among the highest in the past fifteen years at the School of Law, and is about a 10% increase over the percentage of women matriculating in 2012. The total percentage of racial and ethnic minorities is the highest since 1997 – this is the earliest year for which the Law School has records – and is roughly double the percentage of minority students entering in 2012.

Recent faculty hiring has also heightened the gender and ethnic diversity of the faculty. As reported to the American Bar Association in the fall semester, 2015, among 40 full-time faculty members in all categories for the Fall 2015 semester, 17 (42.5%) were female and 7 (17.5%) belonged to minorities. In addition, there were 3 female administrators who teach.

Progress in creating a diverse staff is more difficult to measure since the Law School does not keep records of staff by gender or race/ethnicity. An informal survey of the staff during the Summer 2016 term produced the following results:

<table>
<thead>
<tr>
<th>Staff (Summer 2016)</th>
<th>Total</th>
<th>Women</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decanal Staff</td>
<td>11</td>
<td>7 (63.6%)</td>
<td>2 (18.1%)</td>
</tr>
<tr>
<td>Professional (Exempt) Staff</td>
<td>30</td>
<td>16 (53.3%)</td>
<td>3 (10%)</td>
</tr>
<tr>
<td>Other Staff</td>
<td>33</td>
<td>28 (84.8%)</td>
<td>10 (30.3%)</td>
</tr>
</tbody>
</table>

The Dean’s Office expects staff to monitor all current diversity initiatives and to develop new strategies for greater success. The Law School expects to implement or continue with the following initiatives over the next year (2016-2017):

1. Promotion and communication of our commitment to diversity as part of its educational mission during orientation and throughout the academic year’s programming

2. Diversity-focused recruitment initiatives for students, faculty, and staff

3. Particular attention to diversity among adjunct instructors

4. Sponsorship of conferences, workshops, symposia, and programs with diversity-related themes

5. Inclusion of African-Americans and other minorities as guest speakers, lecturers, visiting faculty, and participants at Law School functions

6. Increased diversity-related programming to be developed by our new Director of Diversity and Inclusion.

7. Financial and other support for organizations seeking to promote student and faculty diversity in the legal profession, such as the Black Law Student Association, the Frederick Douglass Moot Court and Trial teams, the Council on Legal Education Opportunity (CLEO), and regional and national conferences for law teachers of color.
8. Participation in the Law School Admission Council’s (LSAC) minority recruitment day, which brings many minority students to the Law School for an open house with students and faculty

9. Visits to LSAC forums with significant minority participation and to many historically black colleges and universities in the Southeast

10. Efforts to monitor and evaluate diversity initiatives, and to design new ones.

Nursing, College of
At the end of each academic year, the College of Nursing conducts an anonymous survey of all faculty and staff to assess their perceptions of the work environment. In the most recent survey, 89% of respondents agreed that the college offered a supportive environment for minority faculty and staff, compared to 80% in 2013, and 81% in 2012.

A clear indicator of CCN’s success in educating a diverse student body is apparent in the doctoral program. In 2014, 49 of 118 students (41.5%) who completed doctoral degrees in nursing were from minority populations. The College has struggled to diversify the undergraduate student population, partially due to the increasing rigor and competitiveness of the program. The five-year average of undergraduate degrees conferred to minority students is 11.1%. However, the new approach to upper division admission selection should increase this rate significantly in the near future.

CCN faculty and staff continue to strive to promote a respectful and inclusive college environment. The College has been highly successful in recruiting, retaining and graduating diverse students within the graduate nursing programs. A refined strategic plan, recent changes to the undergraduate program admission process, and successful recruitment of a diverse cohort of new faculty will position the college for even greater success in the future.

Social Work, School of
The School is committed to maintaining diversity within its student body, faculty, and staff. We endeavor to create and sustain a stimulating learning environment by attracting students, faculty and staff from a variety of backgrounds. Our BSW, MSW and PhD students are part of the environment in which all our students interact. Our application, enrollment, and graduation data confirm that we are successful in recruiting, enrolling, and graduating a very diverse student body. Although the majority of our students are of ages typical for educational level, we also have a number of students who are older than the typical student. We do not collect data on sexual orientation, physical/mental abilities/issues, or aspects of diversity other than ethnicity and gender. We know that we have had students assisted by wheel chairs and guide dogs, students who used adaptive technologies (for sight and hearing), and students treated for mental/emotional issues. We know that a number of our students identify themselves as gay, lesbian, bi-sexual, or transgender.

As previously stated, we have an extremely diverse student body. Over 40 percent of our undergraduate and graduate student body report as African American, Hispanic/Latino or members of other racial or ethnic groups. To maintain the diversity of our graduate student body, we target some of our recruitment efforts toward the HBCUs in Alabama with undergraduate social work programs. During the 2015-2016 academic year we conducted recruitment visits to four HBCUs in Alabama. Recruiting efforts also occur at the annual Alabama Mississippi Social Work Education Conference, which draws over 200 students interested in social work in the two state area. Students who attend the conference mirror the diversity of the states. We also recruit students who have been McNair Research Scholars in their undergraduate program and express interest in our graduate programs. We are currently targeting specific recruitment and retention efforts to improve the graduation rates of our African American PhD students.
At the conclusion of their field education classes, instructors assess the degree to which each student attained each program objective. For each program, two objectives relate to the topic of diversity: "understands forms and mechanisms of oppression and discrimination and apply strategies of change" and "practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.” Students and instructors rate our students very highly on each of these objectives. These assessment results are posted on the School of Social Work’s website. The School of Social Work is also required to complete an Annual Survey for the Council on Social Work Education (CSWE), the national social work education accrediting body. This annual survey requires us to submit data related to diversity in the student body annually.

University Libraries
The responsibilities of the University Libraries position of Coordinator for First Year Services fall under Associate Dean for Research and Instruction, maintaining the level of importance in establishing formal opportunities to enhance the learning experience and retention rates of all students, with emphasis on those that traditional lack the foundation to successfully matriculate at a 4 year institution of higher learning. As such this position has afforded the University Libraries the ability to be present at the planning level of student services and information provision opportunities and to promote the facilities and services available to all students that will enrich their learning experience at the University. Contact and liaisons with various student service units across campus have evolved through this initiative.

As part of the REACH program, The University of Alabama, in partnership with the Nsoro Foundation, provides the Guardian Scholars Pre-Collegiate Summer Program, exposing high school foster care students to college life. The mission of Alabama REACH is to empower current & former foster youth, orphans, emancipated minors, wards of the State, and homeless youth in a supportive environment that allows students the freedom to pursue higher education and successfully matriculate and graduate from college. University Libraries has participated in this program for several years. In summer 2015, Vin Scalfani worked with the NSORO students that they could experiment with Oculus Rift and 3D printing.